



# SHOBNALL PRIMARY & NURSERY SCHOOL

## EARLY YEARS FOUNDATION STAGE CURRICULUM AND ASSESSMENT APPROACH



*“At Shobnall Primary & Nursery School, we believe every child should have strong foundations to be independent, happy, lifelong learners.”*

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## INTRODUCTION

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

At Shobnall Primary & Nursery 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 skills, confidence, resilience and independence as they take their first steps on their unique journey of lifelong learning.

## VISION

At Shobnall Primary & Nursery School, we believe every child should have strong foundations to be independent, happy, lifelong learners.

## PRINCIPLES

*“Four guiding principles should shape practice in early years. These are:*

- 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.*
- Children develop and learn at different rates.”*

EYFS Statutory framework for the early years foundation stage 2025, Page 7

<b>PARTNERSHIPS</b>	We believe parent partnerships are fundamental in supporting children with developing positive attachments that build solid foundations for development. By working together and sharing information, children see learning as more enjoyable when their home life is reflected and celebrated in our setting. As a result, children feel more secure and confident. This ensures they are able to engage with learning opportunities given to them.
<b>PROVISION</b>	We ensure that our EYFS provision fully meets statutory requirements and is underpinned by the theory of child development. The indoor, outdoor, Forest School and emotional environments are all of equal importance in supporting children's learning, well-being and development. Children learn and develop best in caring, enabling environments which respond to pupils' individual needs enabling them to focus on their play, building on past and present knowledge.
<b>PERSONALISATION</b>	We recognise that our pupils and families are all unique and enter our school having had different life experiences. All pupils mature in every area of development at their own pace and in their own individual ways. Through our observations and interactions with pupils and parents, we build up a picture of each child to ensure our planning and learning opportunities are fun and reflect their individual needs, rates at which they are learning and their interests.

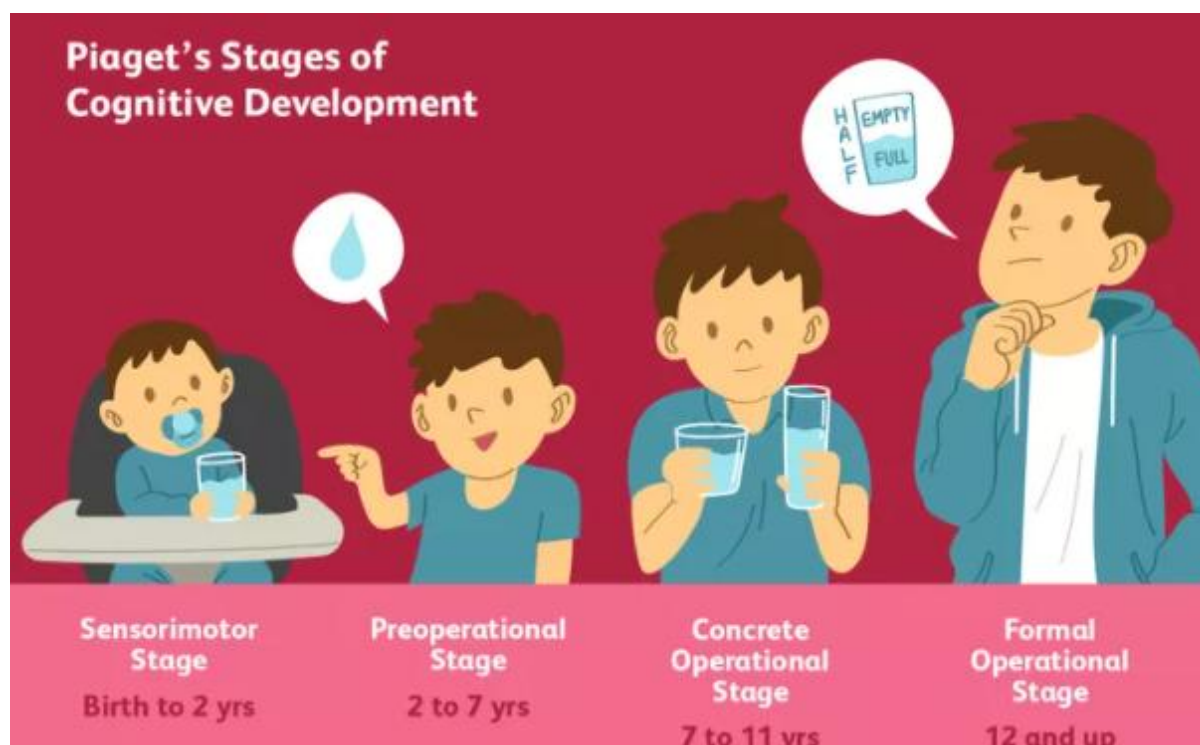
## THEORY UNDERPINNING OUR PRACTICE AND PRINCIPLES

*“Children need to rehearse in order to acquire new skills. Without practice, new skills are lost. If you don’t use it, you lose it: this is as true for cognitive skills as it is for muscles.”*

Ronald Kotulak, *Inside the Brain*

At Shobnall Primary & Nursery School, we believe that having a fundamental understanding of child development is crucial to our practice. The vision, aims, values and goals of our curriculum are underpinned by important concepts from relevant theorists and practitioners are able to transfer this knowledge into their daily practice.

### Piaget’s Stages of Cognitive Development



Jean Piaget's theory of cognitive development suggests that children move through four different stages of mental development. His theory focuses not only on understanding how children acquire knowledge, but also on understanding the nature of intelligence. Piaget's stages are:

- **Sensorimotor stage:** birth to 2 years
- **Preoperational stage:** ages 2 to 7
- **Concrete operational stage:** ages 7 to 11
- **Formal operational stage:** ages 12 and up

Piaget believed that children take an active role in the learning process, acting much like little scientists as they perform experiments, make observations, and learn about the world. As children interact with the world around them, they continually add new knowledge, build upon existing knowledge, and adapt previously held ideas to accommodate new information.

### Schemas

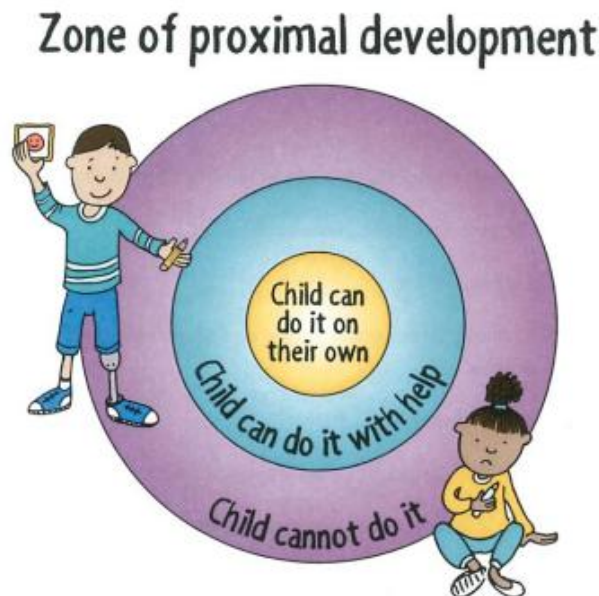
Schemas are patterns of repeated behaviours in children. Children often have a very strong drive to repeat actions such as moving things from one place to another, covering things up, putting things into containers, moving in circles or throwing things. These patterns can often be

observed running through their play and may vary between one child and another. If practitioners build on these interests, powerful learning can take place.

### **Vygotsky's Zone of Proximal Development**

Vygotsky's 'zone of proximal development' is the distance between a child's actual developmental level as determined by independent problem solving, and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. He argued teaching should be aimed at the child's emerging skills, not at the existing ones. This emerging phase is known as the zone of proximal development.

When young children are learning to tackle new problems, scaffolding is an effective approach. It means giving children just enough help to do something that they could not do alone. Over time, the help is gradually reduced until children can solve the problem themselves. For example, at first a baby can reach for socks and grab them, but cannot pull them onto their feet. The practitioner can guide the baby's hand and encourage baby to help in pulling the sock on too.



### **Scaffolding Techniques**

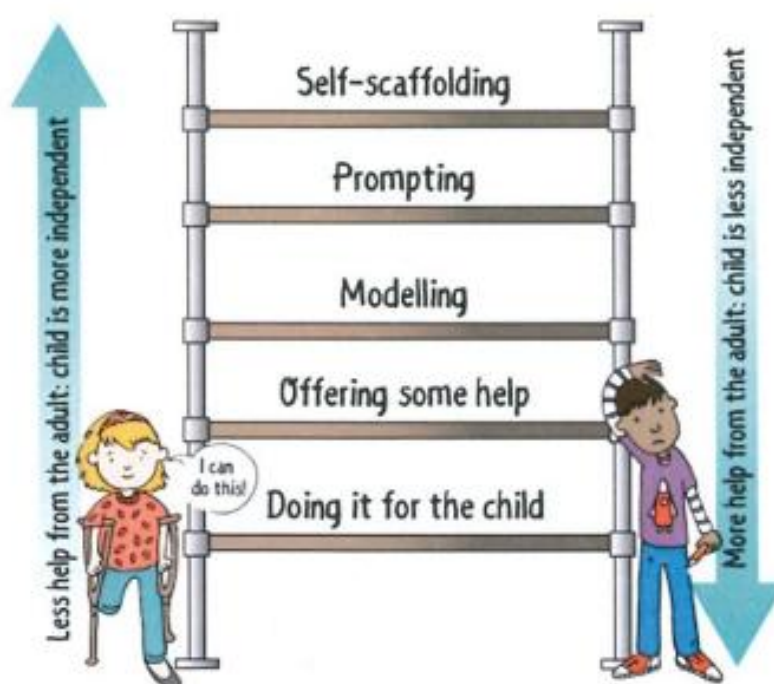
Practitioners are constantly judging when to step in and scaffold learning further.

Scaffolding helps children develop their independence and become more powerful learners:

- Self-scaffolding – this represents the highest level of children's independence. Practitioners observe and give children plenty of time to try different ways of doing things and for thinking. Self-scaffolders can plan how to approach a task, problem solve as they go and review how they approached a task.
- Prompting – prompts encourage children to keep trying without telling them exactly what to do. The aim is to encourage children to use a self-scaffolding technique, e.g. what do you need to do first, how do you think you could join them together, what worked for you last time, keep going you can do this.

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- Modelling – prompts won't work if a child needs a new skill, so practitioners need to model or demonstrate what to do, e.g. knead the dough like this, pull up on the zip like I'm doing. Children need to try the same step for themselves immediately afterwards so they can practise and learn it.
- Offering some help – sometimes a little bit of help supports a child to keep doing, e.g. if I do that piece of jigsaw, you do that one.
- Doing it for the child – small children can't manage everything so they need practitioners to do some things for them although can be encouraged to join in. Children of all ages, sometimes need a lot of help. They might be tired or generally having a bad day. It can be nice when someone makes you a cup of tea even though you can do it yourself. In the same way, sometimes it's important to do things for a child – a bit of kindness can help a child through a difficult patch.



### **Bruner's Constructivist Theory**

Bruner's constructivist theory suggests it is effective when faced with new material to follow a progression from enactive to iconic to symbolic representation. In his research on the cognitive development of children, Jerome Bruner proposed three modes of representation:

- Enactive representation (action-based)
- Iconic representation (image-based)
- Symbolic representation (language-based)

He believed that development could be accelerated when adults took a more active role in children's learning. He was especially concerned that children whose circumstances provided poor intellectual stimulation would be seriously disadvantaged without an active role from early years practitioners.

Piaget stressed the importance of children's physical environment in stimulating them to learn, however Bruner saw language as an important medium for adults to stimulate children to think and understand beyond their current grasp.

Bruner felt that young children learn best through play. Familiar play materials could remain of interest to children for many years with older children using the same or similar materials in completely different ways. His spiral curriculum is the idea that children will revisit play materials and activities over the years but then use them differently because their cognitive development has progressed. This technique along with the concept of scaffolding helps children to understand and to think.

## **INTENT**

The intent for our children is to enter the next stage of their education ready to tackle new challenges with confidence and have a positive mindset. We believe every child should have strong foundations to be independent, resilient, happy, life-long learners.

Our curriculum is therefore the cultural capital we know our children need so that they can gain the knowledge, skills and understanding they require for success. They can do this if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Playing and Exploring, Active Learning and Creating and Thinking Critically.

We deliver a holistic curriculum which maximises opportunities for talk, meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking following children’s interests and ideas. We value imagination and creativity and seek to create a sense of enjoyment and fascination through a vibrant continuous indoor and outdoor provision, alongside visits, themed weeks and regular Forest School sessions.

## **IMPLEMENTATION**

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

At Shobnall Primary & Nursery School 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.

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.

Our calm and purposeful environments impact on our children’s ability to develop their language and vocabulary skills. The ability of a child to absorb language skills and increase their vocabulary on a weekly or even daily basis is determined by the skilful interactions by all adults in our setting, along with our provision where new words and thoughts are explored.

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

## **CURRICULAR GOALS**

We have created a set of ambitious goals for our pupils in EYFS that:

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- Incorporate the statutory elements from the statutory EYFS framework
- Use the Characteristics of Effective Teaching and Learning from Development Matters
- Uphold our vision, aims and principles
- Promote effective child development based on theory

**Our 'Magnificent Seven' Goals for Nursery**



○ <b>Become a respectful learner</b>												
○ <b>Create a picture</b>												
○ <b>Sow a seed</b>												
○ <b>Tell a story</b>												
○ <b>Build a busy body</b>												
○ <b>Draw a selfie</b>												
○ <b>Bury a time capsule</b>												
Forest School	Continuous Provision	Topics	Scribble Matters	Foundations for Phonics	Play	Opal	Themed Weeks	Celebrations	Get Set for PE	Concept Cat	White Rose Maths	My Happy Mind

**Our 'Magnificent Seven' Goals for Reception**



○ <b>Plan a party</b>												
○ <b>Shine like an artist</b>												
○ <b>Be a nature detective</b>												
○ <b>Make a movie</b>												
○ <b>Develop healthy habits</b>												
○ <b>Wow us with your writing</b>												
○ <b>Follow a recipe</b>												
Forest School	Continuous Provision	Topics	Opal	Get Set for PE	Little Wandle Letters & Sounds	Play	Themed Weeks	Celebrations	Concept Cat	Drawing Club	White Rose Maths	My Happy Mind

**PROGRESS MODELS**

**Nursery**

**Become a respectful learner**

**Milestone 1:** Children can separate confidently from their parents or carers at the start of the session and will begin to build strong, positive relationships with adults and peers in nursery. With the support of adults, children are helped to settle and regulate their emotions.

Children will begin to understand and follow the routines in the setting with adult guidance and visual supports. As their self-regulation and confidence increases, their involvement in nursery activities deepens. They can recognise each other's names, play alongside friends, collaborate in their play and talk positively about different appearances, such as skin colour and hair types.

**Component:** Children separate from their carer with growing confidence, join play alongside others and begin to follow simple routines with adult support.

**Milestone 2:** Children can play with one or more children and can extend and elaborate on their ideas with the support of other adults, who model language for cooperation, problem solving and managing feelings.

As children's confidence in different play scenarios increases, they can make meaningful suggestions in their play with others and select appropriate resources. They can listen to others with increasing interest. They use visual cues and reminders to help them follow the rules and manage their behaviour. With adult support and from listening to stories and real-life experiences, they begin to recognise differences in others (e.g. likes/dislikes) and ways of living, while learning simple strategies to calm themselves and continue playing.

**Component:** Children sustain shared play with peers, listen to others' ideas and begin to follow rules and manage minor frustrations with adult guidance.

**Milestone 3:** Children can talk about feelings using a developing emotional vocabulary and start to develop empathy for others, with adult support and modelling.

As children explore situations from different points of view in their play and through stories, they become increasingly able to talk about their own feelings and consider how others might be feeling, including characters from stories. Through co-regulation and modelling from adults in the setting, they develop appropriate ways of being assertive, manage emotions and solve conflicts through compromise. Children demonstrate growing independence and good manners throughout daily routines in the setting.

**Component:** Children talk about their feelings using simple emotional language, show awareness of others' feelings and beginning to solve minor disagreements with increasing independence.

**Goal:** Children can take care of their own belongings and those belonging to others. They can take turns, share and begin to use strategies to solve conflict and manage their emotions with increasing independence. They can begin to describe and celebrate the differences between themselves and others and understand how others might be feeling. They follow the rules of the setting and understand why they are important, showing developing self-regulation and respect for others.

*EYFS Development Matters 'Playing and Exploring', 'Active Learning', and 'Creating and Thinking Critically' support children's learning across all 7 Areas of Learning.*

## Create a picture

**Milestone 1:** Children can explore different materials and mark making media freely in order to develop their ideas about how to use them and what to create.

Through access to a wide range of materials and tools in their play, children begin to notice their uses, properties and purposes. They experiment with different marks, textures and colours, including simple colour mixing, and begin to talk about what they are doing. For example, they recognise that scissors are used to cut paper and explore how tools and materials can be used in different ways.

**Component:** Children explore a range of materials and mark-making tools, experimenting with colours, textures and marks.

**Milestone 2:** With adult support, children begin to develop their own creative ideas using a range of stimuli to inspire them.

As children are introduced to the work of artists from different times and cultures, and through encounters with visiting artists or creative experiences, they begin to talk about what they see and recreate aspects in their own work with growing confidence. Children may respond to music, stories and cultural experiences by expressing different ideas or emotions in their creations. They begin to give meaning to their drawings and models, explaining what they represent.

**Component:** Children create pictures with some intention and begin to explain what their drawings or models represent.

**Milestone 3:** Children create visual representations with increasing complexity and detail.

Using their observations and imagination, children begin to draw closed shapes with continuous lines and use these shapes to represent objects or people. For example, they may draw a circle to represent a face and begin to add details such as eyes or hair. Children experiment with ways to show movement, sound or action in their drawings. With adult encouragement, they develop their own creative ideas and sustain their attention on creative tasks for longer periods.

**Component:** Children create recognisable pictures using simple shapes and details and sustain attention on their creative ideas.

**Goal:** Children create their own picture by selecting appropriate media and materials to represent something familiar to them. They are able to talk about their creation and explain what it shows when prompted.

*EYFS Development Matters 'Playing and Exploring', 'Active Learning', and 'Creating and Thinking Critically' support children's learning across all 7 Areas of Learning.*

<b>Sow a seed</b>	
<b>Milestone 1:</b> Children can explore seeds, soil, and planting materials, and begin to understand what plants need to grow.	Through hands-on play with soil, seeds, and pots, children investigate textures, colours, and sizes of seeds and plants using touch, sight, and smell. Adults introduce vocabulary such as seed, soil, water, sun, grow, and explain how gardeners and farmers care for plants. Seasonal walks help children notice plants growing in the environment and changes in weather and seasons. Stories and songs about planting and nature support vocabulary and understanding.
<b>Component:</b> Children explore seeds, soil, and planting materials using their senses, begin to use related vocabulary, and show curiosity about how plants grow and how people care for them.	
<b>Milestone 2:</b> Children can plant seeds or bulbs and care for them, observing changes over time, including decay.	Children follow simple instructions to plant seeds or bulbs, using fine motor skills to handle soil, seeds, and watering tools. Adults support children in observing plants, noticing changes, growth, and decay. Children use their senses to explore textures, smells, and colours of plants and natural materials. In addition, they are introduced to basic animal care, including feeding or observing animals/minibeasts, and the idea that animals/minibeasts have a life cycle. Seasonal walks and Forest School sessions provide opportunities for exploration. Adults model vocabulary and encourage discussion about changes over time.
<b>Component:</b> Children use their senses to explore plants and animals and describe what they see using new vocabulary. Children plant and care for seeds, observe growth and decay.	
<b>Milestone 3:</b> Children can describe the life cycle of a plant and begin to understand the concept of growth, change, and care.	Children talk about plant growth stages (seed → shoot → leaf → flower) and are introduced to basic life cycles of animals (e.g., egg → chick → chicken). They compare differences in size, shape, colour, and textures between seeds, plants, and animals. Adults encourage reflection on how plant care affects their growth. Children notice decay in leaves, flowers, or fruit.
<b>Component:</b> Children describe simple plant and animal life cycles, noticing decay and changes over time.	
<b>Goal:</b> Children explore planting, care for seeds or plants, observe simple animal life cycles, and describe what they notice about growth, change, and decay in the natural world.	
<i>EYFS Development Matters 'Playing and Exploring', 'Active Learning', and 'Creating and Thinking Critically' support children's learning across all 7 Areas of Learning.</i>	

<b>Tell a story</b>	
<b>Milestone 1:</b> Children take part in pretend play, making up or developing an imaginative story or a story they have heard.	Children are able to use pretend play on their own with small world toys. They are able to play with others, developing different role play scenarios, including re-enactments of aspects of their own home life, and may put on a costume to become another character. They are able to listen to short stories and can use the props provided to begin to retell them with adult support, using some repeated vocabulary.
<b>Component:</b> Play out a simple story with toys.	
<b>Milestone 2:</b> Children take part in shared reading activities and respond to the features and language of the story. Children engage in nursery rhymes, number rhymes and songs with props and join in with the actions.	As children become more used to interactive reading, they ask questions and make links between what happens in the story and their own experiences. Children join in with rhymes and songs (e.g. repeating words or following actions). They can retell and make up their own stories, using props from the indoor and outdoor areas and those brought in from home.
<b>Component:</b> Children join in with familiar rhymes, songs and stories, respond to story language, and begin to retell or invent simple stories using props while making links to their own experiences.	
<b>Milestone 3:</b> Children take part in telling a story using a variety of materials with adult help or can create their own story of their day. They begin to become familiar of the way stories are structured.	Children can make up their own story, tell the story of their 'day in nursery', or what their parents have told them about their life story and family, with minimal prompting from an adult.
<b>Component:</b> Use props to tell a story or narrate an event.	
<b>Goal:</b> Children use a variety of materials to help them tell their story. They tell their story to one or more people.	
<i>EYFS Development Matters 'Playing and Exploring', 'Active Learning', and 'Creating and Thinking Critically' support children's learning across all 7 Areas of Learning.</i>	

### Build a busy body

<b>Milestone 1:</b> Children are able to explore movement and physical resources in a range of contexts and will develop an awareness of healthy habits.	As children are introduced to resources and activities in continuous provision, they begin to develop the ability to recognise spatial awareness and moving in different ways. They are able to listen to instructions with adults modelling the vocabulary of both movement and instruction. Children are exposed to different resources, which will support the development of their gross motor skills. Children will be able to try different foods, learn basic self-care such as handwashing and toothbrushing to begin to embed healthy habits.
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**Component:** Handle different equipment. Listen and follow simple instructions. Talk about or show simple healthy actions such as hand washing and brushing teeth.

<b>Milestone 2:</b> Children can move safely and in different ways and begin to understand why healthy habits are important.	Children take part in small group games with adult support. They continue to develop their competence with movement, balance and co-ordination through participation in physical activities in the outdoor area, including Forest School. Through role play and visitors, children build on their knowledge of how to stay healthy and will talk about some of the reasons why this is important.
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**Component:** Move safely with awareness of space and others. Join in simple games and follow rules with support. Begin to talk about why healthy habits (e.g. exercise, food, hygiene) are important.

<b>Milestone 3:</b> Children show a growing independence in understanding how to keep their body active and healthy.	Children are increasingly able to use and remember sequences and patterns of movements, using a range of stimuli including music, dance, stories and apparatus. They are encouraged to devise their own with adult support. Children will develop their understanding of positional vocabulary. Children can explain how to keep their body healthy through story, role- play and food-based activities.
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**Component:** Use a range of movements with control and coordination. Create and follow simple movement sequences. Talk about and make choices that support a healthy lifestyle.

**Goal:** children will confidently and independently engage in a wide range of physical activities, demonstrating control, coordination, and an awareness of space and others. They will be able to follow and create simple movement sequences using different stimuli such as music, stories, and equipment. Children will understand the importance of keeping their bodies healthy and will make simple choices to support this, including talking about exercise, healthy eating, and hygiene practices such as handwashing and toothbrushing.

*EYFS Development Matters 'Playing and Exploring', 'Active Learning', and 'Creating and Thinking Critically' support children's learning across all 7 Areas of Learning.*

## Draw a selfie

**Milestone 1:** Children can use their fine motor skills to explore a range of resources and mark making tools.

With increasing independence, children explore a range of resources that encourage the use of a dominant hand and develop their strength and dexterity. Children make random marks with their fingers and a variety of tools, using media including dough, sand, paint, and mud. They begin to attach meaning to their marks and, using appropriate vocabulary and can talk about what they have created.

**Component:** Children engage in mark making using a range of media, begin to show a hand preference, and can give simple meanings to their marks (e.g. “this is me,” “this is my mummy”).

**Milestone 2:** Children can recognise their name. They develop a greater level of control over their movements and can draw simple, familiar and recognisable shapes.

Children can find their name card and recognise some print in the environment. As their mark making develops, they make more small, controlled movements and draw some combinations of lines and circles. They can distinguish between these lines (e.g. line, circle, and zigzag). They begin to use anticlockwise movements and retrace vertical lines. Children are familiar with the language of directionality such as ‘up’, ‘down’, ‘across’ and ‘round and round’.

**Component:** Children recognise their name. They use increased control in their mark making to draw simple shapes consisting of lines and circles and can distinguish between different types of marks (e.g. straight, curved, zigzag). They begin to use directional language (e.g. up, down, round) and may attempt early representations of themselves using basic shapes, with adult support.

**Milestone 3:** Children can hold a pen or pencil with increasing comfort and control and begin to show a dominant hand when drawing and mark making.

Children draw a simple picture of themselves, including some identifiable features (e.g. head, eyes, arms), and can talk about their drawing in more detail, describing who it is, what they look like, and sometimes what they are doing. With adult support, they continue to develop a comfortable grip (including introduction to tripod grip) and improve control in their mark making.

**Component:** Children draw a recognisable representation of themselves, show a preferred hand, and can talk about their drawing with some detail (e.g. naming body parts or features).

**Goal:** Children draw a recognisable picture of themselves with key features, use a comfortable grip and dominant hand, and talk about their drawing with simple detail.

*EYFS Development Matters ‘Playing and Exploring’, ‘Active Learning’, and ‘Creating and Thinking Critically’ support children’s learning across all 7 Areas of Learning.*

<b>Bury a time capsule</b>	
<b>Milestone 1:</b> Children explore everyday objects and talk about familiar experiences.	Children explore objects from their everyday lives through play and conversation. They begin to talk about familiar experiences and objects that are important to them. Children describe objects using simple vocabulary (e.g. big, small, shiny, soft). Children begin to notice patterns, textures and quantities as they explore objects. They recognise small sets of objects up to three and start to join in with the counting sequence during practical activities such as placing objects into containers or grouping items together.
<b>Component:</b> Children can name and describe familiar objects, talk about their experiences with support, recognise and count small groups up to 3, and join in with counting during practical play.	
<b>Milestone 2:</b> Children begin to recognise that objects can represent memories and experiences.	Children begin to understand that objects can be linked to people, events and memories. They talk about things that have happened to them in the past (e.g. birthdays, family events) and begin to use simple language related to time such as before, after, and yesterday. Through sharing discussions, they start to understand that the past is different from now. Children develop a stronger sense of self by sharing their preferences and talking about why certain objects are special to them. They begin to take turns, listen to others, and show awareness of different viewpoints when discussing what could go into the class time capsule. Children begin to count objects reliably up to 3-5 and show interest in sorting and categorising items (e.g. by size, colour, or type). They compare quantities using language such as more, same, and less when selecting and organising items for the capsule.
<b>Component:</b> Children can talk about past events using simple time language and explain why objects are special to them. They can sort items by simple criteria.	
<b>Milestone 3:</b> Children talk about past events and begin to understand change over time.	Building on their experiences with the time capsules, children select an object from home or school to place inside an end of year time capsule. They begin to understand that things can change over time and talk about what might happen in the future when the capsule is opened. Children count objects with increasing accuracy and may begin to recognise numerals linked to quantities. They explore concepts such as full/empty, heavy/light, and use positional language (e.g. <i>in</i> , <i>on</i> , <i>under</i> ) when placing objects into the capsule. They begin to estimate and check by counting during practical activities.
<b>Component:</b> Children can talk about how things have changed over time and choose meaningful objects to represent their experiences. Use simple positional and measure language during practical activities.	
<b>Goal:</b> Children independently select and place a meaningful object into a class time capsule, explaining its significance, showing an emerging understanding of past and future, and contributing to a shared experience of burying the capsule in the school grounds.	
<i>EYFS Development Matters 'Playing and Exploring', 'Active Learning', and 'Creating and Thinking Critically' support children's learning across all 7 Areas of Learning.</i>	

## Reception

<b>Plan a party</b>	
<b>Milestone 1:</b> Children can describe aspects of their own life, family, and community and recognise how celebrations are part of these experiences.	Through show-and-tell, role-play, stories, and visits from familiar adults, children explore traditions and special events in their own lives. They can identify basic features of their local community, reflect on family celebrations, and notice similarities and differences between themselves and others. Children begin to show awareness of hygiene routines (e.g., washing hands before food activities), begin to be aware of healthy and nutritious food and basic safety during everyday tasks. Vocabulary related to celebrations, emotions, and roles is introduced through stories and discussions.
<b>Component:</b> Children talk about their own celebrations using new vocabulary, recognise similarities and differences with others, and demonstrate awareness of hygiene and safety routines.	
<b>Milestone 2:</b> Children can explore celebrations further through stories, role-play, and hands-on resources.	Using their growing understanding of different cultures and celebrations, children explore music, dance, decorations, food, and simple party activities. Adults model safe food handling, reinforce healthy food choices, hygiene, sharing, and turn-taking, while children practise cooperating, negotiating roles, and making decisions in play. Stories are used to introduce new vocabulary and to reflect on different ways people celebrate.
<b>Component:</b> Children explore music, dance, decorations, food, and activities, practise cooperation and turn-taking, follow hygiene routines with support, and use vocabulary to describe aspects of celebrations.	
<b>Milestone 3:</b> Children can take part in a simple celebration, showing awareness of others' feelings, roles, and cultural differences.	Children apply knowledge of celebrations through participation in a party. They show empathy, turn-taking, cooperation, and begin to resolve minor disagreements independently. Children reflect on how aspects of the celebration reflect their own or other cultures and use stories and discussion to compare similarities and differences. Vocabulary development continues through describing roles, activities, and emotions during the party.
<b>Component:</b> Children participate in a celebration, cooperate with others, follow hygiene and safety routines, manage minor conflicts, and describe aspects of the event using celebration-specific vocabulary.	
<b>Goal:</b> Children independently plan and take part in a celebration, selecting activities, food, decorations, and music/dance while considering hygiene, safety, and inclusivity.	
<p><i>When considering the whole of each ELG descriptor in order to make a 'best fit' judgement as to whether a child is at the 'expected level of development', the achievement of this curricular goal will support the holistic view for the following Early Learning Goals:</i></p> <ul style="list-style-type: none"> <li>• Self-Regulation</li> <li>• Managing Self</li> </ul>	

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EARLY YEARS FOUNDATION STAGE CURRICULUM AND ASSESSMENT APPROACH

- Building Relationships
- Listening, Attention and Understanding
- Speaking
- Past and Present
- People, Culture and Communities
- Managing Self
- Fine Motor Skills
- Creating with Materials
- Being Imaginative and Expressive

### Shine like an artist

**Milestone 1:** Children can explore and experiment with a wide range of media and materials, making marks and beginning to develop their own ideas.

Children explore pencils, paint, clay, collage materials, and other art media freely. They experiment with colour mixing, textures, patterns, and different tools to make marks. Adults model vocabulary for materials and processes and introduce children to the work of artists to inspire exploration and discussion. Children begin to describe what their marks or artwork represent and start to give meaning to their creations.

**Component:** Children experiment with different media, describe their marks or artwork using developing vocabulary, and begin to give meaning to their creations, making connections to the work of artists.

**Milestone 2:** Children can develop their own ideas and create artwork inspired by observations, stories, natural materials, or artists.

Children are encouraged to observe natural materials and their environment, particularly during Forest School experiences. They collect leaves, sticks, stones, and other natural items to create sculptures, collages, and textured artwork. Adults support children in planning their creations, using stories, seasonal changes, cultural references, and the work of different artists as inspiration. Children practise fine motor skills to manipulate materials safely and with increasing control. They sustain attention, persevere in creative tasks, and describe their processes and choices using new vocabulary.

**Component:** Children create artwork using natural materials, explain their choices, and make connections to observed art or artists, demonstrating sustained attention and developing fine motor skills.

**Milestone 3:** Children can create more complex and detailed pieces of artwork, combining imagination, observation, and inspiration from artists, and can discuss their process and intentions.

Children use a range of media and materials to produce artwork with more detail and structure, such as combining shapes, patterns, and textures. They draw on observation, stories, cultural art, and the work of famous or contemporary artists to inspire ideas. Children plan steps in their artwork, collaborate with peers, and reflect on creative choices. Fine motor skills are applied confidently when painting, cutting, or assembling materials. Adults model art vocabulary and ask children to describe their work, fostering discussion of ideas, feelings, inspiration, and intentions.

**Component:** Children create detailed artwork, describe their choices and intentions using vocabulary, and make links to artists' work while combining observation and imagination.

**Goal:** Children independently explore, plan, and create their own artwork using a variety of media, including natural materials, expressing ideas, imagination, and feelings, and drawing inspiration from artists.

*When considering the whole of each ELG descriptor in order to make a 'best fit' judgement as to whether a child is at the 'expected level of development', the achievement of this curricular goal will support the holistic view for the following Early Learning Goals:*

- Creating with Materials

- Being Imaginative and Expressive
- Listening, Attention and Understanding
- Speaking
- Fine Motor Skills
- The Natural World
- Past and Present
- People, Culture and Communities

**Be a nature detective**

**Milestone 1:** Children can explore the natural world, noticing plants, seeds, and simple animals, and describe what they see using their senses.

Children engage in observations indoors, within the school grounds and on short walks around the locality. They explore textures, smells, sounds, and colours of plants, soil, and animals using their senses. Adults model vocabulary and encourage children to ask questions about growth, life cycles, habitats, and seasonal changes. Children begin to notice simple changes in their local environment, such as plants growing, leaves falling, or weather variations, and notice signs of decay. Stories and songs about plants and animals reinforce understanding and vocabulary.

**Component:** Children explore plants, seeds, and animals using their senses, describe observations with developing vocabulary, and show curiosity about changes in the natural world, including local seasonal changes.

**Milestone 2:** Children can investigate plants, seeds, and animals in more detail, noting changes over time and using simple recording methods.

Children observe growth, decay, and seasonal changes in plants, and notice animal activity in the setting or nearby local environment. They compare differences in size, shape, colour, and texture of seeds, leaves, and small animals. Adults encourage discussion, ask predictive questions (“What might happen next?”), and support simple recording methods such as drawings, tallies, or photographs. Children begin to discuss how the local environment differs from other environments, e.g., comparing a garden to a forest, park, or seaside, using books to draw on their experiences.

**Component:** Children investigate and record observations about plants, seeds, and animals, notice seasonal and other changes over time, and begin to compare their local environment to other environments.

**Milestone 3:** Children can conduct investigations outdoors during Forest School sessions, compare observations, describe life cycles, and explain the effects of care and environment on plants and animals.

Children take part in investigations in the Forest School or outdoor environment, focusing on plants, minibeasts and seasonal changes using their senses. Children notice patterns, make comparisons, and describe life cycles of minibeasts or small animals. They compare the local environment to other environments and discuss differences in weather, climate, or habitats. Children represent findings through drawings or natural art and discuss their observations.

**Component:** Children investigate and record observations during Forest School, describe life cycles, seasonal changes, and environmental effects on plants and animals, compare the local environment to other environments, use senses to explore, and explain findings using their growing vocabulary.

**Goal:** Children independently explore, observe, and investigate the natural world, using their senses, recording findings, and reflecting on life cycles, habitats, seasonal changes, and environmental differences.

SHOBNALL PRIMARY & NURSERY SCHOOL  
EARLY YEARS FOUNDATION STAGE CURRICULUM AND ASSESSMENT APPROACH

*When considering the whole of each ELG descriptor in order to make a 'best fit' judgement as to whether a child is at the 'expected level of development', the achievement of this curricular goal will support the holistic view for the following Early Learning Goals:*

- The Natural World
- People, Culture and Communities
- Past and Present
- Listening, Attention and Understanding
- Speaking
- Self-Regulation
- Managing Self
- Building Relationships
- Gross Motor Skills
- Fine Motor Skills
- Creating with Materials
- Being Imaginative and Expressive
- Number

<b>Make a movie</b>	
<b>Milestone 1:</b> Children engage with stories and begin to represent story ideas through talk, drawing and play.	Children listen attentively to a wide range of rhymes, poems, songs and stories. They explore characters, settings and story ideas by drawing, discussing and imagining different possibilities. They use role-play, small world toys and props to act out events from familiar stories or their own experiences. Adults model rich vocabulary and encourage children to describe characters, actions and emotions. Children begin to sequence simple events from stories and join in with repeated phrases or refrains. Technology will be introduced through simple recordings of their storytelling or performances.
<b>Component:</b> Children talk about stories using new vocabulary, act out story events through play or drawing, and begin to sequence simple events with adult support.	
<b>Milestone 2:</b> Children develop storylines through role-play and collaborative storytelling.	Children explore a range of stories from different cultures, traditional tales and modern picture books. They draw characters and scenes inspired by stories and develop their own imaginative ideas. Children begin to plan simple storylines in play, using role-play areas, puppets or small world resources to act out events. Adults encourage children to explain their ideas clearly, ask questions and respond to others' suggestions. Children share stories through the use of different mechanisms.
<b>Component:</b> Children create simple storylines inspired by books, explain ideas using story vocabulary, and collaborate with others to record or perform short story scenes.	
<b>Milestone 3:</b> Children plan and create a simple movie based on a story idea.	Children draw inspiration from high-quality books and develop their own story ideas through discussions and drawings. Working collaboratively, they plan a short "movie", deciding on characters, settings and key events. Children use role-play, props and costumes to perform scenes while adults support them to use simple mechanisms with which to tell their story. They practise oracy skills, speaking clearly, listening to others' ideas, sequencing events, and adapting their storytelling.
<b>Component:</b> Children plan and perform a simple story sequence, use clear language to explain ideas, and participate in capturing a short story.	
<b>Goal:</b> Children create and present a short movie with a clear story structure, use vocabulary from stories in their spoken language, collaborate with others, and select their own props to enhance their retelling to engage their audience.	
<p><i>When considering the whole of each ELG descriptor in order to make a 'best fit' judgement as to whether a child is at the 'expected level of development', the achievement of this curricular goal will support the holistic view for the following Early Learning Goals:</i></p> <ul style="list-style-type: none"> <li>• Listening, Attention and Understanding</li> <li>• Speaking</li> <li>• Comprehension</li> </ul>	

- Word Reading
- Writing
- Creating with Materials
- Being Imaginative and Expressive
- Self-Regulation
- Managing Self
- Building Relationships
- Past and Present
- People, Culture and Communities
- Fine Motor Skills

<b>Develop healthy habits</b>	
<b>Milestone 1:</b> Children can confidently demonstrate their own ability to move in a variety of different ways (e.g. rolling, crawling, running, jumping).	Children are provided with a choice of open-ended materials to play with and are given sufficient indoor and outdoor space where there is a range of surfaces to practice and refine fundamental movement skills. They use precise vocabulary, which has been modelled to them, to describe movement and directionality. Children display growing confidence levels, skills and knowledge with moving more fluently, with developing control and grace. They can talk about the effect of physical activity on their body.
<b>Component:</b> Children can use equipment with increasing control, follow simple rules, describe some ways to stay healthy.	
<b>Milestone 2:</b> Children can confidently and safely use a range of large and small apparatus with relative precision, balance, coordination and accuracy.	As children are introduced to a range of equipment (e.g. tumbling mats, wheeled toys, balance bikes, A-frames, hoops, balls etc.) indoors and outdoors, they develop their overall body strength, balance, coordination and agility. Adult support will be given to model different skills that the children will then be able to practice and refine. Children begin to make simple healthy choices, such as choosing water, recognising fruit and vegetables as healthy, and understanding the importance of rest and sleep. Hygiene routines become more consistent, including handwashing and basic cleanliness. Children begin to talk about how exercise supports their health and notice changes in breathing and energy.
<b>Component:</b> Children can use equipment with increasing control, follow simple rules, describe some ways to stay healthy and show growing independence in hygiene practices.	
<b>Milestone 3:</b> Children can combine different movements with relative ease and fluency.	From frequent use of picture books and other resources, children understand and can explain the importance of maintaining a healthy lifestyle, including eating a balanced diet and taking care of their teeth. They can also discuss the effects of a healthy lifestyle on their body and different ways positive wellbeing can be encouraged. They can combine a series of movements, some involving obstacles (e.g. crawling through a tunnel, walking over a plank) that require quick changes of speed and direction. Children are introduced to team games with rules and targets when they have consolidated their skills and set personal targets that they can work on and improve using times and counting. They can talk about safe places to play within their local environment, using recently introduced vocabulary.
<b>Component:</b> Children can combine movements with increased fluency, explain healthy lifestyle choices and describe some effects on the body.	
<b>Goal:</b> Children confidently take part in a wide range of physical activities, combining movements with control, balance, and coordination. They demonstrate knowledge of	

healthy habits, including exercise, hygiene, nutrition, rest, and safety, and can explain how these support their physical and emotional wellbeing.

*When considering the whole of each ELG descriptor in order to make a 'best fit' judgement as to whether a child is at the 'expected level of development', the achievement of this curricular goal will support the holistic view for the following Early Learning Goals:*

- Gross Motor Skills
- Fine Motor Skills
- Managing Self
- Self-Regulation
- Managing Self
- Building Relationships
- Listening, Attention and Understanding
- Speaking
- The Natural World
- Being Imaginative and Expressive

### Wow us with your writing

<b>Milestone 1:</b> Children begin to apply phonics to write initial sounds, form letters, and write their name.	As children complete Phase 2 phonics, they begin to apply their phonic knowledge in writing by identifying and writing initial sounds in words. They practise using a tripod grip and develop early handwriting skills through patterns that lead into correct letter formation. Children begin to write their first name accurately. They are also able to orally segment CVC words and represent their knowledge in a variety of written and practical ways.
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**Component:** Children write initial sounds independently, form some recognisable letters correctly, and begin to write their name and simple CVC representations using phonics knowledge.

<b>Milestone 2:</b> Children write CVC words and simple captions with improving grip and growing independence.	Children's tripod grip becomes more secure and consistent. They can write dictated CVC words and simple captions using their phonics knowledge. Children show enthusiasm for writing within continuous provision and begin to apply their skills independently in play-based contexts.
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**Component:** Children write simple CVC words and captions with increasing accuracy and demonstrate growing independence and enjoyment in writing activities across provision.

<b>Milestone 3:</b> Children write simple sentences, both dictated and self-generated, and can talk through their ideas before writing.	Children write simple dictated sentences and begin to compose their own sentences that can be read by themselves and others. They verbalise their ideas before writing and increasingly use the tripod grip effectively and consistently. Children are able to plan, articulate, and carry out their writing ideas through both independent and adult-guided activities.
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**Component:** Children independently write simple readable sentences, orally rehearse ideas before writing, and demonstrate a more secure tripod grip and increasing fluency in transcription.

**Goal:** Children confidently write simple, readable sentences using their phonics knowledge, forming letters mostly accurately and using a secure tripod grip. They can plan, say, and write their own ideas independently so that others can read and enjoy their writing.

*When considering the whole of each ELG descriptor in order to make a 'best fit' judgement as to whether a child is at the 'expected level of development', the achievement of this curricular goal will support the holistic view for the following Early Learning Goals:*

- Word Reading
- Comprehension
- Writing
- Listening, Attention and Understanding
- Speaking
- Fine Motor Skills
- Self-Regulation
- Managing Self

<b>Follow a recipe</b>	
<b>Milestone 1:</b> Children follow simple sequences of steps in practical activities.	Children build on their understanding of sequencing by following two or three-step instructions in practical tasks. They begin to understand that activities such as preparing food or organising materials involve completing steps in a particular order. They apply their counting skills when preparing items, such as counting ingredients or sharing resources in a group.
<b>Component:</b> Children can follow simple two to three step instructions, recognise that tasks happen in order, count ingredients, and begin to use simple language such as mix and pour.	
<b>Milestone 2:</b> Children begin to follow simple instructions to make or prepare something with support.	Children work in small groups to follow simple instructions, such as preparing food or creating something together. They begin to measure, count and compare quantities while carrying out tasks. Children talk about the changes and processes that happen during activities such as cooking (e.g. mixing, heating or combining ingredients).
<b>Component:</b> Children can follow instructions with support, measure and compare quantities, talk about changes during activities, and work with others in a small group.	
<b>Milestone 3:</b> Children follow a clear sequence of steps with increasing independence.	Children begin to follow a structured sequence of steps, recognising that instructions must be completed in the correct order to achieve a result. They increasingly apply mathematical knowledge such as counting, comparing and measuring when carrying out tasks. They begin to discuss what is needed before starting an activity, identifying ingredients, tools or resources required.
<b>Component:</b> With adult guidance, children follow a recipe and explain the steps and processes using some clear vocabulary.	
<b>Goal:</b> Children work collaboratively to follow a simple recipe carrying out steps in the correct order. They apply mathematical skills such as counting, measuring and comparing quantities and demonstrate an understanding that recipes are a sequence of instructions that lead to a finished outcome. Children talk about the processes and changes that occur while preparing food and reflect on the result.	
<p><i>When considering the whole of each ELG descriptor in order to make a 'best fit' judgement as to whether a child is at the 'expected level of development', the achievement of this curricular goal will support the holistic view for the following Early Learning Goals:</i></p> <ul style="list-style-type: none"> <li>• Listening, Attention and Understanding</li> <li>• Speaking</li> <li>• Number</li> <li>• Numerical Patterns</li> <li>• Fine Motor Skills</li> <li>• Managing Self</li> <li>• Self-Regulation</li> </ul>	

- Managing Self
- Building Relationships
- The Natural World
- Creating with Materials

## EFFECTIVE LEARNING PROCEDURES

The Early Years Foundation Stage is based on four guiding principles, which shape effective practice in our setting:

- A Unique Child
- Positive Relationships
- Enabling Environments with Teaching and Support from Adults
- Learning and Development

### **A UNIQUE CHILD**

At Shobnall Primary & Nursery School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

We value the diversity of individuals within the school and believe that every child matters. All children at Shobnall Primary & Nursery School are treated fairly regardless of race, gender, religion or ability. All families are valued within our school.

We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking into account of our children's range of life experiences and current interests when we are planning for their learning. The three whole school curriculum drivers of Diversity, Dreams and Decisions also underpin our planning for each half term.

In the Early Years Foundation Stage, we set realistic and challenging expectations through the use of our Progress Models and our core curriculum offer, matched to the needs of our children, so that most achieve the Early Learning Goals by the end of the Foundation Stage. We do this through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively.
- Offering a safe and supportive learning environment in which the contribution of all children is valued.
- Employing resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.
- Monitoring children's progress and taking action to provide support (such as referrals to speech therapy) as necessary.
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met, enabling them to access the curriculum and make good progress.

### **POSITIVE RELATIONSHIPS**

**SHOBNALL PRIMARY & NURSERY SCHOOL**  
**EARLY YEARS FOUNDATION STAGE CURRICULUM AND ASSESSMENT APPROACH**

At Shobnall Primary & Nursery School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners - We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers before their child starts school at induction meetings.
- Arranging where possible, visits by the teacher to all children in their home setting or childcare provision prior to them starting school.
- Providing a 'Welcome Pack' of information about commencing Nursery or Reception at Shobnall Primary & Nursery School.
- Outlining the school's expectations in the Home-School agreement.
- Giving children the opportunity to spend time in Nursery or Reception for two induction visits before starting school, inviting parents to attend when needed.
- Holding a parent workshop early in the academic year to establish ways that parents/carers can support their child at home.
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will immediately approach parents/carers to discuss them.
- Written contact through the reading diaries, Class Dojo and the school website.
- Enable parents to record achievements at home via Class Dojo.
- Seeking parents input into topics.
- Using Class Dojo to share regularly the children's 'Learning Journey' and valuing the on-going contributions to this from parents/carers.
- Offering three parent/teacher consultation meetings per year at which their child's progress is discussed.
- Sending a written report on their child's attainment and progress at the end of their time in Nursery and Reception.
- Parents are invited to a range of activities throughout the school year such as Christmas productions, sports day and workshops.
- Holding a meeting in the Summer Term to discuss the transition into Year 1.

Staffing - Nursery and Reception are both staffed by a Class Teacher and full time Learning Support Assistant. Additional staff are specifically appointed to support children with additional needs. Adults within the setting respond to children's individual interests and needs, which helps to build their learning over time.

### **ENABLING ENVIRONMENTS WITH TEACHING & SUPPORT FROM ADULTS**

At Shobnall Primary & Nursery School we recognise that the environment plays a key role in supporting and extending the children's development. Our Foundation Stage provision has appropriate space, facilities and equipment within an attractive, stimulating and child-centred environment in which every child and adult can feel secure, confident and valued. Our emotional environment is as important to us as our physical environment.

The children have daily access to an indoor and safe outdoor environment that is set up in discrete areas of learning with continuous provision and enhancements. Other areas of school are allocated and accessed when required, including our Forest School and the local

environments. Parents are asked to complete permission forms in respect of short visits within our locality.

Play-based learning is paramount, and children have opportunities to direct their own learning with planned opportunities provided by staff.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We encourage children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

### **LEARNING AND DEVELOPMENT**

There are seven areas of learning and development that shape our educational programmes in our setting. All areas of learning are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skills across all areas of learning.

They require a balance of adult-led and child-initiated activities in order for most children to reach the levels required at the end of the Foundation Stage. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three **Prime Areas** are:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

Staff will also support children in four specific areas, though which the three Prime Areas are strengthened and applied.

Specific Areas:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three Prime Areas.

However, if a child's progress in any of the Prime Areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

### **CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING**

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- **Playing and exploring** - children will have opportunities to investigate and experience things, and 'have a go'.

*"Children's play reflects their wide-ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."*

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

- **Active learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

*“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”*

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- **Creating and thinking critically** - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

*“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”*

Children should be given the opportunity to be creative through all areas of learning. Adults can support children’s thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

## PLANNING

In the Early Years Foundation Stage, practitioners regularly adapt planning and provision to reflect the changing interests and needs of the children.

Long Term Planning details flexible themes and topics, which reflect our curricular goals, interests and abilities of the children and our core offer.

Medium Term Planning reflects an equal weighting across all seven areas of learning, but may focus more specifically on the three Prime Areas at the start of the academic year.

Short Term Planning is flexible to ensure both curricular and child-initiated learning is included. For example, we may plan to keep a particular part of the provision the same to allow the child more time to explore and master a skill, or if the practitioner decides that a child has reached a particular milestone in a curricular goal, we might introduce a new resource that allows the child to progress on to the next stage of learning. We might also plan for a part of the provision that is linked to a child’s particular interest.

## IMPACT

Accurate assessment is essential to high-quality early years education and care. It plays an important part in helping the school to recognise children’s progress, understand their needs,

plan activities, and assess the need for support to ensure that all children reach their full potential.

### **INDUCTION VISITS**

Every child is offered a home visit or a visit by a practitioner to their existing setting. If neither of these is possible a telephone call is offered as an alternative. Parents, carers and existing practitioners are able to share information about their child's interests, communication, confidence and physical health with the school. This information will help support effective and accurate baseline assessment and help practitioners build the child's interests into the planning of the provision.

### **BASELINE ASSESSMENT**

Practitioners meet with parents during a series of 'stay and play' sessions during the first two weeks of the autumn term. This provides parents and practitioners with an opportunity to discuss how their child is settling in, what they have observed, a snapshot of their child's starting points and how children who need extra help can be supported. If we notice that a child might be having difficulties with their development, we will take action quickly. It is important that we get to know and understand these 'vulnerable starters' so we will spend time observing them closely, playing with them and reflecting on what we notice. We will continue to develop a strong relationship with their parents, supporting them to also give their child the extra help they need. The curriculum for these children will remain ambitious and inclusive. It is important that we focus on support, scaffolding and helping children overcome barriers to their learning.

As part of the baseline assessment, practitioners will refer to the relevant checkpoints in Development Matters, checking children's development in the Prime Areas.

The Reception Baseline Assessment (RBA) will:

- be carried out within the first six weeks of pupils starting school.
- be an activity-based, age-appropriate assessment of pupils' ability in language, communication and literacy, maths, and self-regulation.
- take approximately 20 minutes per pupil.
- be administered by a suitably qualified practitioner.

The RBA will be used to create a baseline for school-level progress measures and will measure the progress pupils make from Reception until the end of Year 6. Pupils will not 'pass' or 'fail', and no numerical score will be shared. Practitioners will use these to inform their teaching and learning approaches.

### **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

For children with Special Educational Needs and Disabilities (SEND), precise assessment needs to focus on what the child can do, and what the barriers to their learning are. If a child has specific difficulties with their communication, for example, they may need to have aids like a core board so that they can make choices and share their ideas. All children are entitled to the whole of the early year's curriculum. Of course, they won't all manage to do and know everything that's mapped out: but some who appear vulnerable at first may thrive later in the year.

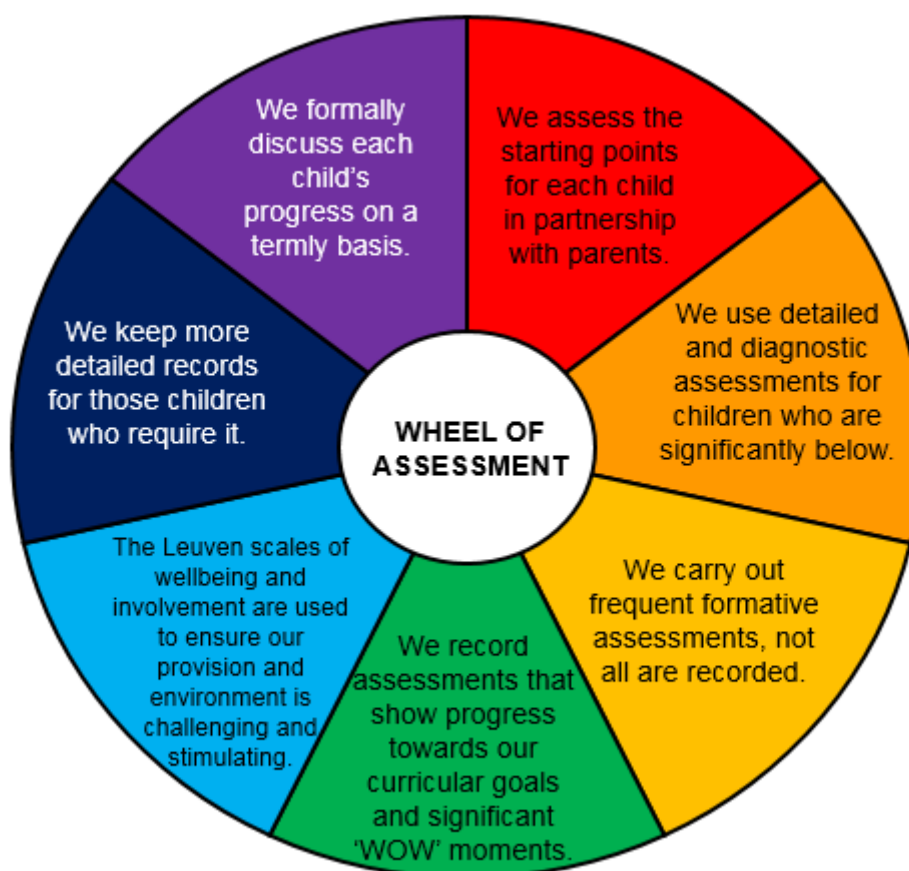
### **ASSESSMENT AND TRACKING OVERVIEW**

Assessment serves children's learning and our curriculum. We are not driven by assessment and tracking.

Most assessment is formative, so that it quickly helps us to make a difference to the children's learning. However, we also need to have an overview of children's progress, so that we can

SHOBNALL PRIMARY & NURSERY SCHOOL  
EARLY YEARS FOUNDATION STAGE CURRICULUM AND ASSESSMENT APPROACH

take further actions where needed, and so we monitor equalities. Our aim is for the system to be proportionate, and to ensure it is not overly burdensome.



We assess the starting points for each child in partnership with parents – this is undertaken through induction visits and 'stay and play' sessions.

We use detailed and diagnostic assessments for children who are significantly below – specific tools are used which record and highlight targeted areas of need that provide measurable evidence of progress (e.g. WellComm, Time to Talk etc.).

We carry out frequent formative assessments, not all are recorded – this may take the form of standing back and being encouraging, getting involved to extend the learning (e.g. joining in with play, engaging in a conversation, demonstrating a specific skill), reflecting and bringing in new resources, or planning something special to what has been noticed. Assessments and next steps are addressed in the here-and-now and often focus on the key milestones on the way to the curricular goals.

We record assessments that show progress towards our curricular goals and significant 'WOW' moments – these are recorded on Class DoJo, in books, and in partnership with parents providing a journey of the learning.

The Leuven scales of wellbeing and involvement are used to ensure our provision and environment is challenging and stimulating – high levels of wellbeing and involvement allow children to experience deep learning. A happy, involved child is one who can experience the world at its fullest.

We keep more detailed records for those children who require it – this may be in the form of an Individual Support Plan (ISP) and/or ongoing monitoring evidence gathering.

We formally discuss each child's progress on a termly basis – this is recorded at a termly Barriers to Learning Meeting, where tracking sheets are shared and strategies for children who are not on track are discussed.

### **THE EYFS PROFILE**

In the final term of the year in which a child reaches age five, the EYFS profile will be completed by the child's practitioners. This profile provides our parents and carers and year 1 teacher with a holistic picture of a child's knowledge, understanding and abilities in their attainment against the expected levels as stated within the Early Learning Goals (ELGs).

## **TRANSITION**

Starting school can be a difficult time for young children. Therefore, we plan this time carefully to support children and parents with the transition, and to ensure it is as smooth as possible for each child so that they settle into their new setting quickly and happily.

Parents and carers of all children starting the following academic year will be invited to an induction meeting in the summer term to meet their child's practitioners, learn more about the school and the Early Years Foundation Stage curriculum. All parents and carers receive a 'welcome pack', in addition to the comprehensive information on the school's website.

Transition visits are held during the summer term, where parents can stay and play or leave their child if they wish for the session/s. This helps them to become familiar with the children and adults that they will be working with and the learning environment.

To ensure that the children are ready for the transition into year 1 at the end of their reception year, they become involved in the wider life of the school over the course of the academic year (e.g. whole school assemblies, playtimes, school productions). A meeting is held for parents in the summer term to inform them of key stage one expectations and children participate in a series of transition activities to enable them to work alongside their new class teacher.

## **SAFEGUARDING AND WELFARE**

*"Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the people caring for them."*

[Statutory Framework for EYFS 2025](#)

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At Shobnall Primary & Nursery School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2025:

- Safeguard children
- Ensure the people who have contact with children are suitable
- Promote good health
- Support and understand behaviour
- Maintain records, policies and procedures

In line with the EYFS Statutory Framework, we ensure all children are kept safe and supported to understand boundaries, rules and expectations. Children are taught, in an age-appropriate way, how to recognise and manage risk within a safe environment. They are encouraged to make choices while being supported to understand limits that keep themselves and others safe. We aim to protect both their physical and emotional wellbeing at all times.

**SHOBNALL PRIMARY & NURSERY SCHOOL**  
**EARLY YEARS FOUNDATION STAGE CURRICULUM AND ASSESSMENT APPROACH**

In line with EYFS welfare requirements, children are provided with a healthy snack each day and are offered milk as a choice. Fresh drinking water is available throughout the day. We promote safer eating practices by ensuring children are supervised and supported when eating, with consideration given to allergies, dietary needs and good hygiene routines.

All injuries are recorded and shared with parents in line with safeguarding procedures. Parents are contacted by telephone if an injury is significant. Any head bumps are reported, and a letter is sent home to inform parents.

Intimate care is carried out with dignity, respect and privacy at all times. This includes support with toileting, dressing and personal hygiene where needed. Staff work in partnership with parents and follow agreed procedures to ensure children's needs are met safely and sensitively.

In line with EYFS requirements, we ensure children are safe during rest and sleep. While most children do not require routine naps, quiet spaces are available to support rest, reflection and self-regulation. If a child falls asleep, they are closely supervised and regularly checked to ensure they remain safe and comfortable.

### **RELATED POLICIES AND PROCEDURES**

This policy operates in conjunction with the following school policies and procedures:

- Safeguarding and Child Protection
- Health and Safety, including Wellbeing
- Special Educational Needs and Disabilities (SEND)
- Pupil Premium
- Looked After Children (LAC)
- Online Safety
- Social Media Code of Conduct for Parents
- Intimate Care
- Anti-Bullying
- Behaviour
- Attendance
- Compliments, Comments and Complaints
- General Data Protection Regulation (GDPR)
- Staff Code of Conduct