



# Three Gables

Day Nursery & Pre-School



## Parent Handbook

## What Is the Early Years Foundation Stage (EYFS)?

Welcome to the Early Years Foundation Stage (EYFS), this is how all Early Years Educators and Professionals describe the time in your child's life between birth and age 5.

This is a very important stage, as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years' experience should be happy, active, exciting, fun and secure. Supporting their development, care and learning needs.

Nurseries, pre-schools and reception classes are registered to deliver the EYFS also following a legal document called the Early Years Foundation Stage Framework.

## What is the EYFS Framework – why do we have one?

The EYFS Framework exists to support all professionals working with children 5 years and under, it was developed by many Early Years experts and parents.

In 2012 the framework was revised to make it clearer and easier to use, with more focus on the things that matter the most. This new framework also has a greater emphasis on your role in helping your child develop.

It sets out:

- The welfare requirements for anyone registered to look after children, which must be followed to keep your child safe and promote their welfare.
- The 7 areas of learning and development for all Early Years Professionals to follow throughout their practice. This is to develop and extend every learning experience your child has with us.
- Observation, Assessment & Planning that will tell you about your child's progress through the EYFS links.
- Expected levels that your child should reach at age 5, usually the end of the reception year; these expectations are called the "Early Learning Goals (ELGs)".

## How will my child be learning?

The EYFS Framework explains how and what your child will be learning to support their healthy development.

They will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development, which are separated out into prime and specific areas.

We promote the 3 prime areas first which are: *Personal, social and emotional development, Communication and language and Physical development.*

As children grow, the prime areas will help them to develop skills in 4 specific areas.

These are: *Literacy; Mathematics; Understanding the world; and Expressive arts and design.*

Both the specific and prime areas are most essential for your child's healthy, well rounded development and future learning.

This is a little bit like a curriculum in primary and secondary schools but it's suitable for very young children, and it's designed to be flexible so that our Early Years Educators can follow your child's unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, through creative and critical thinking which takes place both indoors and outside.

## How can I find out how my child is getting on?

It is important that you and your child's key person work together. You need to feel comfortable about exchanging information and discussing things that will benefit your child.

Your child's "key person":

\*Is your main point of contact within the nursery?

\*Helps your child to become settled, feeling happy and safe

\* Is responsible for your child's care, development and learning. Taking a careful note of your child's progress, sharing this with you and giving ideas as to how to help your child at home. This is on The Interactive Learning Diary.

\* All observations, photos/videos and next steps are uploaded onto the Interactive Learning Diary, which are linked to the EYFS. You can log in and see what activities your child has been doing and exactly where they are at against the curriculum.

## As a parent or carer, how can I help with my child's learning?

All the fun activities that you do with your child at home are important in supporting their learning and development. They have a long-lasting effect on your child's learning as they progress through school.

By the time children start at a nursery or pre-school they have already had a variety of experiences and have developed in several ways.

To utilise and build upon the learning that has taken place in the home and its immediate environment, your child's key person provides your child with a rich variety of play activities and other experiences in a stimulating and challenging environment.

## The Themes and Principles from the EYFS Curriculum that we follow:

### A Unique Child

- Child Development: Skilful communicator, competent learner
- Inclusive Practice: Equality and diversity, children's entitlements, early support
- Keeping Safe: Being safe and protected, discovering boundaries, making choices
- Health and Well-being: Growth and developing, physical and emotional wellbeing

### Positive Relationships

- Respecting Each Other: Understanding feelings, friendship, professional relationships
- Parents as Partners: Respecting diversity, communication, learning together
- Supporting Learning: Positive interactions, listening to children, effective teaching
- Key Person: Secure attachment, shared care, independence

### Enabling Environments

- Observation, Assessment and Planning: Starting with the child, planning, assessment
- Supporting Every Child: Children's needs, the learning journey, working together
- The Learning Environment: The emotional environment, the outdoor environment, the indoor environment
- The Wider Context: Transitions and continuity, multi-agency working, the community

### Learning and Development

- Play and Exploration: Learning through experience, adult involvement, contexts for learning
- Active Learning: Mental and physical involvement, decision making, personalised learning
- Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking
- Areas of Development and Learning

<b><u>Area of Learning and Development</u></b>	
<b><i>Prime Areas</i></b>	<b><i>Aspect</i></b>
Personal, Social and Emotional development	Making relationships Self-confidence and self-awareness Managing feelings and behaviour
Physical Development	Moving and handling Health and self-care Listening and attention
Communication and Language	Understanding Speaking
<b><i>Specific Areas</i></b>	<b><i>Aspect</i></b>
Literacy	Reading, Writing,
Mathematics	Numbers, Shape, space and measure
Understanding of the world	People and communities The world, Technology
Expressive Arts and Design	Exploring and using media and materials Being imaginative

## What Are 'The Early Learning Goals'?

For each area, the practice guidance sets out the Early Learning Goals. These goals state what is expected for each child to know and do by the end of reception. This is what we work towards with the children getting them ready for big school and their future learning.

### *Personal, Social and Emotional -making relationships*

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

### *Personal, Social and Emotional -Self-confidence and self-awareness*

- Children are confident to try new activities, and say why they like some activities more than others.
- They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- They say when they do or don't need help.

### *Personal, Social and Emotional –Managing feelings and behaviour*

- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
- They work as part of a group or class, and understand and follow the rules.
- They adjust their behaviour to different situations, and take changes of routine in their stride.

### *Communication, Language and Literacy – Listening and Attention*

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

### *Communication, Language and Literacy – Understanding*

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

### *Communication, Language and Literacy – Speaking*

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

### *Physical-Moving and Handling*

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

### *Physical-Moving and Handling*

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

### *Literacy-Reading*

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

### *Literacy-Writing*

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.

### *Mathematics-Numbers*

- Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
- Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.
- They solve problems, including doubling, halving and sharing.

### *Mathematics-Shape, Space and Measure*

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

### *Understanding the World – People and Communities*

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

### *Understanding the World – The World*

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

### *Understanding the World- Technology*

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

### *Expressive Arts and Design-Exploring and using media and materials*

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

### *Expressive Arts and Design-Being imaginative*

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

## How and why we plan for each individual child?

### **Observation, Assessment and Planning**

The Early Years Foundation Stage requires those who plan and deliver Early Years provision to always: put the children first; to listen to them and their parents/carers; to observe what they can do and to make them the most important influence on planning, observational assessment, routines and staffing.

The Key Person ensures they closely observe what each child can do, using the settling in process and three-week celebration as the basis of any initial assessment made. Then all further observations and next steps are current to the next stages of the child's development, in preparation for future learning and development.

### **Methods and process**

Our Early Years Educators organise resources and their time so they can capture the planned and spontaneous play, to develop good quality observations. They take note that every interaction is an opportunity to learn even more about the individual child.

Focus is always placed on what the child did and said; being factual, specific, yet brief, identifying when, where and who is involved.

Reflective interactions which help us to understand each child's achievement, interests and learning styles. Giving us a broad picture of each individual child's development and learning, rather than narrow aspects.

All observations completed by your child's key person may have next step to further learning or an outcome showing that area is achieved. This is evidenced through the adult led & child initiated activities, photos and videos on the Interactive Learning Diary.

### **Focus Groups and one to one with key person**

Throughout the day your child has access to adult led activities; as well as having their free choice of what they might like to do within the nursery environment.

We incorporate number, colour, shape, letters, language and many more opportunities to learn through play in all we do.

Working on a 1 adult to 4 children ratio for our pre-school children, which is above the legal requirements of 1 adult to 8 children. This is to ensure we can offer smaller focus groups, having one to one time with their key person or our Early Years Teacher.

We prepare each child with self-care skills, mark-making and emergent writing, rhyming, letters & sounds, phonics and much more!

## What Are Schemas?

Schemas are patterns of repeatable behaviour which can often be noticed in young children's play. Some easily identifiable schemas are:

Schema	Description of possible behaviours
Transporting	A child may carry all the bricks from one place to another in a bag, the sand from the tray to the home corner in a bucket; push a friend around in a toy pram.
Enveloping	A child may cover themselves in a flannel when washing, wrap dolls and toys up in blankets and fabric, cover their painting with one colour.
Enclosure/containing	A child may put their thumb in and out of their mouth, fill up and empty containers of all kinds, climb into large cartons, sit in the tunnel, build 'cages' with blocks.
Trajectory; Diagonal/vertical/horizontal	A child may gaze at your face, drop things from their cot, spill food with their hand, play with the running water in the bathroom, climb up and jump off furniture, line up the cars, bounce and kick balls, throw.
Rotation	A child may be fascinated by the spinning washing machine, love anything with wheels, roll down a hill, enjoy spinning round or being swung around.
Connection	A child may distribute and collect objects to and from a practitioner, spend time joining the train tracks together, stick the masking tape from across the table to the chair.
Positioning	A child may put things on their head, prefer their custard next to their sponge not over it, lie on the floor or under the table.
Transforming	A child may add juice to their mashed potato, sand to the water tray, enjoy adding colour to corn flour or making dough.

Although children often show particular schemas in their play, not all children appear especially schematic. Some show one particular schema strongly and others show several at once. Sometimes one schema which has been particularly strong will seem to fade, possibly to be replaced by another. Schemas offer a key to understanding ways in which children behave. In the planning process, awareness of children's schemas can be invaluable in matching curriculum content with children's interests and needs.

Children whose play is particularly schematic may have particular preferences in the setting for activities and resources:

Schema	Child's preferences
Connection (joining)	Train track, Construction, String Cellotape
Enveloping (covering, surrounding)	Dens, Things in boxes, Envelopes, Dressing up, Wrapping 'presents'
Rotation (circles)	Circle games, Wheels, Roundabouts, Spinning tops Kaleidoscopes
Trajectory (straight lines)	Throwing games, Woodwork, Percussion, Football, Playing with running water
Transporting (moving things)	Shopping bags, Buggies, Trailers



## The Importance of Practical Life Activities

Practical life materials and activities are specifically designed to help young children, especially those aged from 2 to 4 years. This is to develop a range of motor skills, cognitive abilities, personal, social and emotional skills and physical independence.

It exemplifies the “I can do it myself!” attitude of most children of this age.

Practical life activities therefore can consist of any resource that incorporates the development of physical capabilities, helping a child grow in motor skills, cognitive development, self-confidence and development of their own.

Any controlled movement of hands, arms, legs, feet and eyes, helps a child to achieve independence and mastery of their environment. Sitting up, crawling, walking, grasping a toy are practical life skills for the youngest children. Soon, this development includes; dressing, brushing their teeth, washing face and hands, eating and so are the practical life activities and resources that support children.

Being able to take care of yourself gives, not only self-confidence and freedom, but also helps with one’s concentration in concrete learning that eventually leads to abstract learning in other areas of the curriculum.

Here are some practical life ideas that help with developing motor skills, eye hand coordination, order, sequence, concentration, and independence.

### **Practical Life Applications at Home or in the Setting:**

As you can see the list could be endless!

Dressing oneself	Use of tweezers, tongs, eyedroppers, and locks
Knowing parts of the body	Spooning exercises
Putting on jacket and zipping it	Weaving and bead stringing
Hanging jacket on low hook	Sorting Beads
Washing hands, drying hands with paper towel & throwing towel away in the bin	Small hammer and nails to make wood projects out of scrap timber
Setting the table	Sorting and sequencing
Cleaning up spills with a cloth/sponge	Sorting Colours with a magnet
Fastening clothes on a line with clothes pegs	Marbles and bath mat
Putting clean clothes in drawer	Sorting according to Height
Using scissors with skill	Stamping
Learning home address and phone number	Modelling with clay
Pouring beans, rice, sugar, etc. without spilling	Cutting and pasting
Pouring liquids without spilling	Using an old-fashioned egg beater or whisk
Sitting on the line	Sifting flour
Carrying objects without dropping them	Scooping flour, sugar, salt, etc. with large and small scoops
Carrying liquids without spilling	Spreading (like butter on a cracker)
Putting materials, books, and toys away	Stirring mixture
Sweeping with small broom and dust pan	Opening and closing lids
Flower arranging	Screwing and unscrewing lids on jars
Caring for plants and animals	Folding napkins, towels and own clothing



## Why We Introduce Book Bags & Our Library

### ***Enjoying and sharing books using our book library and book bags!***

We all know that children benefit hugely by exposure to books from an early age. Right from the start, lots of opportunities should be provided for children to engage with books that fire their imagination and interest. They should be encouraged to choose and peruse books freely as well as sharing them when read by an adult. Enjoying and sharing books leads to children seeing them as a source of pleasure and interest and motivates them to value reading.

There will be a book bag provided for your child and inside will be a book that your child has chosen themselves from our book library, to share with you at home. Also, included will be an exercise book where we will record the book title and the date the book is sent home, you are welcome to write any comments in the exercise book that you would like to share with your child's Key person.

Once your child has finished reading their book if they would like to return it to the book library, so they are then able to select a new book. Please do not feel this must be done each time they attend nursery but we would recommend at least one book a week.

All we ask, is for the books to be cared for so the other children can share the same stories as their friends and have lots of fun with the new books.

## Our Early Years Teacher and Pre-school Classroom

Our Early Years Teacher Tracy has many years' experience educating & caring for children. Tracy teaches the children and mentors your child's key person in a variety of ways, supporting your child's development and learning through adult led, child initiated, planned & unplanned activities.

### **Our Pre-school classroom**

With the free flow of the main nursery offering so many learning opportunities and children making choices and becoming independent, confident learners, to compliment this, we also felt it would be great for our pre-schoolers to experience a sense of classroom life.

Within this space there is an interactive white board for children to use individually or in groups with peers. We have small group fun focus sessions playing games, reading stories, writing with lots of letters, sounds and number activities.

This area is open all day with planned activities for your child to join in at different times of the day.

The pre-school focus groups are to build confidence, independence and wider learning opportunities giving the best possible start to each child before leaving us to go onto big school.

The Early Years Teacher prepares a pre-school focus every month to advise parents and carers on what will be covered in the preschool room and some ideas so you can mirror learning at home.



# Letters & Sounds Phonics Programme

Letters and Sounds is a six-phase programme designed to help teach children to read and spell with phonics.

Phase One which is for Nursery/Pre-schools and Reception classes to use. The aim of this phase is to foster children's speaking and listening skills as preparation for learning to read with phonics.

Parents can play a vital role in helping their children develop these skills, by encouraging their children to listen carefully and talk extensively about what they hear, see and do.

Phase Two – Four (Reception / Year One) Phase Two is when systematic, high quality phonic work begins.

During Phase Two to Four, children learn:

- \* How to represent each of the 42 sounds by a letter or sequence of letters.
- \* How to blend sounds together for reading and how to segment (split) words for spelling.
- \* Letter names e.g. through an alphabet song. There is some debate as to when letter names should be introduced, but it is generally best to leave teaching letter names until children are secure with the alphabet letter sounds, as these are what are important when learning to read with phonics.
- \* How to read and spell some high frequency 'tricky' words containing sounds not yet learnt (e.g. they, my, her, you).

The Letters and Sounds Programme suggests an order for teaching the letters and a fast pace of one Set per week. It recognises, however, that children's personal experience of letters varies enormously. Most importantly, it progresses from the simple to the more complex aspects of phonics at a pace that is suitable for the children who are learning.

Phase Five (Year 1/ Year 2) Children learn new ways of representing the sounds and practise blending for reading and segmenting for spelling.

Phase Six (Year 2) During this phase, children become fluent readers and increasingly accurate spellers. Learning Letter Sounds Spoken English uses about 42 sounds (phonemes). These phonemes are represented by letters (graphemes).

The alphabet contains only 26 letters, but we use it to make all the graphemes that represent the phonemes of English. In other words, a sound can be represented by a letter (e.g. 's') or a group of letters (e.g. 'th' or 'igh') Once children begin learning letters, they are used as quickly as possible in reading and spelling words.

Children can then see the purpose of learning letters. For this reason, the first six letters taught are 's', 'a', 't', 'p', 'i', 'n'. These can immediately be used to make a number of words such as 'sat', 'pin', 'pat', 'tap', 'nap'. As a parent, your involvement in supporting your child's learning will be a vital factor in determining their success in learning to read.

Magnetic boards and letters are one of the most effective ways to help children learn letters and develop their reading and spelling skills in a multi-sensory way. Children find using them enjoyable and easy to understand and apply.

Other useful resources include:

- Flash cards • Wall Frieze or poster • Alphabet puzzles • Alphabet games such as 'I-Spy', Phonics Lotto

## Letters & Sounds Games [\(you may like to try at home\)](#)

### Listening walks

(Tuning into sounds – Aspect 1 Environmental sounds)

#### **Purpose**

*This game is to develop children's listening skills and awareness of sounds in the environment.*

**Look listen & Note how well the children:**-Recall the sounds they have heard; discriminate between the sounds; describe the sounds they hear.

This is a listening activity that can take place indoors or outdoors. Remind the children about the things that good listeners do e.g. keep quiet, have ears and eyes ready. Invite the children to show you how good they are at listening and talk about why listening carefully is important. Encourage the children to listen attentively to the sounds around them. Talk about the different sounds they can hear around them. The children could use cupped ears or make big ears on a headband to wear as they go on the listening walk. After the children have enjoyed a listening walk indoors or outdoors, make a list of all the sounds they can remember. The list can be in words or pictures and prompted by replaying sounds recorded on the walk.

### Which instrument?

(Tuning into sounds– Aspect 2 Instrumental sounds)

#### **Purpose**

*To experience and develop awareness of sounds made with instruments and noise makers.*

**Look listen & Note how well the children:** Identify and name the instruments being played; listen and respond as the instrument is being played.

This activity uses two identical sets of instruments. Give the children the opportunity to play one set to introduce the sounds each instrument makes and name them all. Then one child hides behind a screen and chooses one instrument from the identical set to play. The other children have to identify which instrument has been played. Develop the activity by playing a simple rhythm or by adding a song to accompany the instrument (e.g. There is a music man and then clap your hands) while the hidden instrument is played. This time the listening children have to concentrate very carefully, discriminating between their own singing and the instrument being played.

## Action Songs

(Tuning into sounds – Aspect 3 Body Percussion)

### Purpose

*To develop awareness of sounds and rhythms*

**Look listen & Note how well the children:** Produce contrasts in rhythm, speed and loudness; join in with words and actions to familiar songs; articulate words clearly; keep in time with the beat; copy the sounds and actions; make up patterns of sounds.

Provide a variety of animal puppets or toys and a range of instruments. Encourage the children to play with the instruments and the animals. Discuss matching sounds to the animals. Give a choice of two instruments to represent a child's chosen animal and ask the children to choose which sound is the better fit; which one sounds most like the mouse? What do you think (Ted)?

## Rhyming soup

(Tuning into sounds – Aspect 4 Rhythm and rhyme)

### Purpose

*To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech*

**Look listen & Note how well the children:** Understand the pattern of syllables in the words presented to them; sing or chant the rhyming string along with the adult; recognise that the words rhyme.

Ask a small group of children to sit in a circle so they can see a selection of rhyming objects (e.g. rat, hat, cat) placed on the floor. Use a bowl and a spoon as props to act out the song. Invite the children, in turn, to choose an object to put into the soup and place it in the bowl. After each turn, stir the soup and sing the following song to recite the growing list of things that end up in the soup.

Sing the first part of the song to the tune of 'pop goes the weasel'.

I'm making lots of silly soup,  
I'm making soup that's silly,  
I'm going to cook it in the fridge,  
To make it nice and chilly,  
In goes.....a fox.....a box.....some socks....

## Oral blending

(Turning into sounds – Aspect 7 Oral blending and segmenting)

### Purpose

*To develop oral blending and segmenting of sounds in words*

**Look listen & Note how well the children:** Blend phonemes and recognise the whole word; say the word and identify the object; blend the words that begin with the same initial phoneme.

Think of words using the letters ‘**s,a,t,p,i,n**’ (e.g. sat, pin, nip, pat, tap, pit, pip) and sound them out, clapping each phoneme with the children in unison, then blend the phonemes to make the whole word orally.

As the children’s confidence develops, ask individuals to demonstrate this activity to others.

## Clapping sounds

(Turning into sounds – Aspect 7 Oral blending and segmenting)

### Purpose

*To develop oral blending and segmenting of sounds in words*

**Look listen & Note how well the children:** Blend phonemes and recognise the whole word; say the word and identify the object; blend the words that begin with the same initial phoneme.

It is most important that the children have plenty of experience of listening to adults modelling oral blending before they are introduced to grapheme-phoneme correspondences. For example, when giving the children instructions or asking questions the adult can segment the last word into separate phonemes and then immediately blend the sounds together to say the word (e.g. it is time to get your c-o-a-t, coat! or Touch your t-o-e-s, toes! Who can touch their f-e-e-t, feet?) Use only single syllable words for oral blending.

Oral blending can also be modelled from time to time when books are being shared, particularly rhyming books where the last word in a rhyming couplet could be segmented into separate sounds and then blended by the adult.

## Cross the river

(Turning into sounds – Aspect 7 Oral blending and segmenting)

### Purpose

*To develop oral blending and segmenting of sounds in words*

**Look listen & Note how well the children:** Blend phonemes and recognise the whole word; say the word and identify the object; blend the words that begin with the same initial phoneme.

Choose a selection of objects with two or three phonemes as above. There can be more than one of the same object. Make a river across the floor or ground outside with chalk or ropes. Give each child or pair of children an object and check that all children know the names of the objects. The toy calls out the name of an object in sound-talk (e.g. p-e-g). the children who have that object blend the sounds to make the word and cross the river.

## Talking about sounds

(Talking about sounds – Aspect 7 Oral blending and segmenting)

### Purpose

*To talk about the different phonemes that make up words*

**Look listen & Note how well the children:** Identify the number of phonemes that make up a given word.

When the children are used to oral blending, and can readily blend two and three phonemes to make words, introduce the idea of counting how many phonemes they can hear. For example: p-i-g, pig. If we say the phonemes in that word one by one, how many phonemes can we hear? Let's use our fingers to help us; p-i-g, one, two, three phonemes



## Here are a few examples of how we cover the EYFS within the setting:

### Construction Area

#### Personal, Social & Emotional Development

- Interested in others' play and starting to join in.
- Seeks out others to share experiences.
- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps play going responding to what others are saying/doing.
- Can select and use activities and resources with help.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.



#### Communication & Language

- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Uses talk in pretending that objects stand for something else in play, e.g., '*This box is my castle.*'
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

#### Physical Development

- Handles tools, objects, construction and malleable materials safely and with increasing control.

#### Mathematics

- Beginning to categorise objects according to properties such as shape or size.
- Begins to use the language of size.
- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. '*round*' and '*tall*'.

#### Understanding the World

- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment

#### Expressive Arts & design

- Experiments with blocks, colours and marks.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance
- Constructs with a purpose in mind, using a variety of resources.
- Beginning to make-believe by pretending.
- Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- Uses available resources to create props to support role-play.

## Exploratory Play

### Personal, Social & Emotional Development

- Interested in others' play and starting to join in.
- Seeks out others to share experiences.
- Can play in a group, extending and elaborating play ideas, e.g. a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Expresses own preferences and interests.
- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.

### Communication & Language

- Understands 'who', 'what', 'where' in simple questions (*Who's that/can? What's that? Where is?*)
- Developing understanding of simple concepts (e.g. *big/little*).
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand 'why' and 'how' questions.
- Holds a conversation, jumping from topic to topic.
- Uses a variety of questions (e.g. *what, where, who*).
- Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*.
- Uses a range of tenses (e.g. *play, playing, will play, played*).
- Uses talk in pretending that objects stand for something else in play, e.g., *'This box is my castle.'*

### Physical Development

- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Understands that equipment and tools have to be used safely.
- Can usually manage washing and drying hands.
- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.

### Literacy

- Sometimes gives meaning to marks as they draw and paint.
- Gives meaning to marks they make as they draw, write & paint.

### Mathematics

- Uses some language of quantities, such as *'more'* and *'a lot'*.
- Begins to use the language of size.
- Understands some talk about immediate past and future.

### Understanding the World

- Talks about why things happen and how things work.

### Expressive Arts & design

- Experiments to create different textures.
- Manipulates materials to achieve a planned effect.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.



## Sand & Water Play

### Personal, Social & Emotional Development

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Confident to speak to others about own needs, wants, interests and opinions.
- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.

### Communication & Language

- Understands 'who', 'what', 'where' in simple questions (e.g. *who's that/can? what's that? where is?*).
- Developing understanding of simple concepts (e.g. *big/little*).
- Understands use of objects (e.g. *"what do we use to cut things?"*)
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand 'why' and 'how' questions.
- Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).
- Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next
- Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*.
- Uses a range of tenses (e.g. *play, playing, will play, played*).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses talk in pretending that objects stand for something else in play, e.g., *'This box is my castle.'*

### Physical Development

- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- Imitates drawing simple shapes such as circles and lines.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Can usually manage washing and drying hands.
- Dresses with help, e.g. puts arms into protective apron.

### Literacy

- Sometimes gives meaning to marks as they draw and paint.
- Gives meaning to marks they make as they draw, write and paint.

### Mathematics

- Uses positional language.
- Beginning to talk about the shapes of everyday objects, e.g. *'round' & 'tall'*.
- Selects a particular named shape.
- Can describe their relative position such as *'behind' or 'next to'*.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.

### Understanding the World

- Talks about why things happen and how things work.

### Expressive Arts & design

- Beginning to be interested in and describe the texture of things.
- Realises tools can be used for a purpose.
- Manipulates materials to achieve a planned effect.
- Uses simple tools and techniques competently and appropriately.



## Role Play

### Personal, Social & Emotional Development

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Initiates conversations, attends to and takes account of what others say.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Expresses own preferences and interests.
- Confident to speak to others about own needs, wants, interests and opinions.
- Responds to the feelings and wishes of others.
- Growing ability to distract self when upset, e.g. by engaging in a new play activity.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

### Communication & Language

- Understands more complex sentences, e.g. *'Put your toys away and then we'll read a book.'*
- Understands 'who', 'what', 'where' in simple questions (*Who's that/can? What's that? Where is?*)
- Developing understanding of simple concepts (e.g. *big/little*).
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Listens and responds to ideas expressed by others in conversation or discussion.
- Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).
- Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*.
- Uses a range of tenses (e.g. *play, playing, will play, played*).
- Uses language to imagine and recreate roles and experiences in play situations.

### Physical Development

- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

### Mathematics

- Uses some number names and number language spontaneously.
- Begins to use the language of size.
- Understands some talk about immediate past and future, e.g. *'before', 'later' or 'soon'*.
- Beginning to talk about the shapes of everyday objects, e.g. *'round' and 'tall'*.

### Understanding the World

- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.

### Expressive Arts & design

- Beginning to make-believe by pretending.
- Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- Uses available resources to create props to support role-play.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

## Garden

### Personal, Social & Emotional Development

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Expresses own preferences and interests.
- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.
- Shows understanding and cooperates with some boundaries and routines.
- Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.

### Communication & Language

- Understands 'who', 'what', 'where' in simple questions (e.g. *Who's that/can? What's that? Where is?*).
- Developing understanding of simple concepts (e.g. *big/little*).
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand 'why' and 'how' questions.

### Physical Development

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Shows understanding of the need for safety when tackling new challenges, considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

### Mathematics

- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.

### Understanding the World

- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.



### Expressive Arts & design

- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Uses movement to express feelings.
- Creates movement in response to music.

