



EYFS Specific areas- Ongoing throughout the year developmental statements

Your beliefs become your thoughts, your thoughts become your words, your words become your actions, your actions become your habits, your habits become your values, your values become your destiny." Mahatma Gandhi

<u>Believe</u>	<u>Grow</u>	<u>Succeed</u>
<p>We believe in ourselves and others in all that we do, even when we face a challenge.</p> <p><i>Hope, Positivity, Courage, Positive mind-set, Persevering, Encouraging</i></p>	<p>We grow as individuals and become better people in every way. We take great pride in helping others grow.</p> <p><i>Improvement, actioning feedback, Making better choices, trying new things, looking for the best in others</i></p>	<p>We always try our best. We celebrate our, and other's successes, inside and outside of school, and are proud of every achievement.</p> <p><i>Achieving a goal, Celebrating successes</i></p>

Characteristics of Effective Learning

- Playing and exploring** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.
- Active learning** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.
- Creating and thinking critically** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences, which help them to solve problems and reach conclusions.

Overarching Principles

- Unique Child:** Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Positive Relationships:** Children learn to be strong and independent through positive relationships.
- Enabling environments:** 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.
- Learning and Development:** Recognising the importance of learning and development and that children develop and learn at different rates.

Communication and Language (Prime Area)

- Understand how to listen carefully and why listening is important
- Learn and use new vocabulary
- Use vocabulary in different contexts
- Articulate their thoughts and ideas in well-formed sentences
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and what might happen
- Engage in story times

PSED (Prime Area)

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Manage their personal hygiene
- Show resilience and perseverance in the face of challenge
- Take steps to resolve conflicts and negotiate

Physical Development (Prime Area)

Gross Motor

- Refine fundamental movement skills
- Develop overall body strength, co-ordination, balance and agility
- Confidently and safely use a range of large and small apparatus
- Negotiate space

Fine Motor

- Develop small motor skills so they can use a range of tool competently
- Handle tools, objects, construction and malleable materials safely and with increasing control
- Show a preference for a dominant hand



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	<ul style="list-style-type: none"> To form recognisable letters <p><u>Health</u></p> <ul style="list-style-type: none"> Has an established consistent daily patterns with routines Develop skills to manage the school day successfully Shows an understanding for the need for safety when tackling new challenges and considers risks
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Learning and Development: Recognising the importance of learning and development and that children develop and learn at different rates.

<p style="text-align: center;"><u>Literacy</u></p> <p><u>Reading comprehension</u></p> <ul style="list-style-type: none"> Enjoys and increasing range of print Re-enacts and reinvents stories 	<p style="text-align: center;"><u>Maths</u></p> <p><u>Number</u></p> <ul style="list-style-type: none"> Count objects Subitise
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<ul style="list-style-type: none"> • Is able to recall and discuss stories/information <p><u>Reading- Word reading</u></p> <ul style="list-style-type: none"> • Read individual letters and say the sounds for them • Blend sounds into words • Read simple phrases and sentences with a few exception words <p><u>Writing</u></p> <ul style="list-style-type: none"> • Give meanings to the marks they make, draw and write • Write and recognise their name • Form lowercase and capital letters correctly • Use their phonic knowledge to write letters, words and sentences 	<ul style="list-style-type: none"> • Count beyond 10 • Compare numbers/amounts • Match the correct quantity to the numeral • Recite numbers forwards and backwards to 10 • Understand more and less than • Explore the composition of numbers up to 10 <p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> • Select rotate and manipulate shapes • Create repeating patterns • Turn and flip objects in order to make shapes fit and create models • Solving problems and visualising what they will build • Use everyday language related to time • Compare weight, length and capacity
<p style="text-align: center;"><u>Expressive arts and Design</u></p> <p><u>Creating with materials</u></p> <ul style="list-style-type: none"> • Explore a variety of artistic effects to express their ideas and feelings • Return to and build on previous learning, refining ideas and their ability to represent them • Create collaboratively, sharing ideas, resources and skills <p><u>Being imaginative and expressive</u></p> <ul style="list-style-type: none"> • Develop storylines in their play • Explore and engage in music making and dance, performing solo or in groups • Chooses particular movements, instruments, sounds, colours and materials for their own imaginative purposes • Play co-operatively as a part of a group to create, develop and act out an imaginary idea or narrative 	<p style="text-align: center;"><u>Understanding the World</u></p> <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> • Understand that some places are special to them • Enjoys joining in with family customs and routines <p><u>The Natural world</u></p> <ul style="list-style-type: none"> • Describe what they see hear and feel • Understand the effect of changing seasons • Look closely at similarities, differences, patterns and change in nature <p><u>Past and Present</u></p> <ul style="list-style-type: none"> • Talk about immediate members of their family and community • Name and describe people who are familiar to them • Talks about past and present events in their own life and in the lives of family members