

Hull Collegiate Prep School

Foundation Stage Policy



March 2010

Hull Collegiate Prep School Foundation Stage Policy

Rationale: This school believes that the education of very young children should be universally recognised for its concern with the most important foundation years and that the education of these children is vital for their all round development, happiness and potential.

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know that provision will keep their children safe and help them to thrive.”

EYFS Statutory Framework 2008

Objectives

- To treat every child as an individual and ensure that we meet their needs.
- To ensure that all children have equal access to the broad and balanced curriculum we offer.
- To encourage every child to achieve their maximum potential in a happy, stress free environment; this, their first introduction to school, must be positive and enjoyable.

Aims: The school will:

- Offer a wide range of activities based on first hand experiences to allow the children to develop and explore their ideas of the world and make sense of them.
- Plan, implement and evaluate for active learning in all aspects of development.
- Offer a variety of experiences in order to develop a wide range of skills.
- Build on the skills and knowledge that the children bring with them, working in partnership with parents to ensure the children's effective development.
- Provide a welcoming environment with happy, caring and friendly staff.
- Instil a love of books in the children and encourage richness of language.

- Encourage the children to feel confident about exploring new ideas and investigating things that interest them and to feel equally confident in all areas of the Foundation Stage.
- Ensure that our resources reflect the society in which we live and make each child feel that they, and their background, are valued
- Encourage the children to go home each day excited by what they have seen and experienced, with a sense of achievement at new skills mastered, knowing that the adults share and support this achievement.
- Encourage the children to be independent learners, with a positive attitude to school.
- Liaise with external agencies in support of staff, pupils and parents to ensure that all pupils regardless of race, sex, ability or class have the maximum opportunity to develop.

Admission Arrangements: Children are admitted into First Steps from the beginning of the term in which they will reach 3 years of age. Entry to the Kindergarten room usually takes place from September of the year children are rising four, and to the Reception classes from the September of the year they are rising five. Wherever possible, observation, assessment and familiarisation sessions will be carried out before a child enters the Foundation Stage Department.

Partnership with Parents: The Foundation Department must be a safe, secure and happy place where children and their parents feel valued and welcome as individuals. We strive to build up relationships with parents that encourage them to see themselves as partners in their child's education and that give them the support that they might feel they need to fulfil this role. We work with parents to ensure that their children become self-disciplined and that they understand the school's rules and routines. Parents are welcome into the First Steps, Kindergarten and Reception areas at all times. Opportunities are given throughout the year for parents to be involved with, to discuss and to be informed about their children's progress in school.

Assessment and Recording: Children develop at different rates and in different ways. The school makes every effort to support and enable all children to be equally confident and competent in all areas of development and learning, using a variety of strategies to achieve this. Staff monitor and evaluate children's progress, rewarding both effort and achievement. Recording progress informs staff and parents of each child's development, and each child moves on to each new stage in all programmes of study as and when they are assessed to be ready.

All assessment material and records will be passed from the Kindergarten to the Reception and Key Stage One at the appropriate time. Every effort is made to build and maintain good channels of communication with local nurseries and primary schools in order to achieve a smooth transition between settings. The Early Years Foundation Stage Development Matters steps are used as a basis for assessment and recording (see Appendix 1).

Programmes of Study: Planning in First Steps, Kindergarten and Reception enables the children to have continuity of learning as they progress through the Foundation Stage. Planning and organisation takes place in conjunction with information gathered from the children and their parents regarding their current knowledge, skills and interests. It also provides opportunities for the children to develop at their own pace and meets the diverse needs of all the children, so that most will achieve and some, where appropriate, will go beyond the Early Learning Goals by the end of the Foundation Stage. Achievement of the Early Learning Goals will be by progression through the Early Years Foundation Stage Development Matters steps. These steps demonstrate the knowledge, skills, understanding and attitudes that children need to learn during the Foundation Stage in order to achieve the Early Learning Goals (see Appendix 1 and 2). They are divided into the following areas:

- Personal, social and emotional development
- Communication, language and literacy
- Problem solving, reasoning and numeracy
- Physical development
- Creative development
- Knowledge and understanding of the world

Resources: The school provides rooms with plenty of space and a large variety of equipment in order to promote and achieve the above programmes of study. The resources are appropriate, durable, attractive, easy to handle and easily accessible to the children in both indoor and outdoor areas.

The staffing ratio will be:

A maximum of 1:8 in First Steps;

A maximum of 1:13 when a teacher is present, or 1:8 when working with nursery nurses;

The Reception staff will consist of 2 teachers and 1 nursery nurse.

Role of co-ordinator:

- To be responsible for the creation of a safe, stimulating and challenging learning environment, which secures effective learning and high standards of achievement, behaviour and discipline and encourages the development of happy, confident pupils.
- To lead, manage and develop the team of teachers and support staff within the Foundation Stage, providing guidance and support in all aspects of the curriculum and pastoral care.
- To work with the Prep School SENCO to ensure that individual plans are used to set appropriate targets and work matched to the pupils' needs, and to liaise with outside agencies as required in order to support the individual needs of specific pupils.
- To maintain liaison with the rest of the school, particularly with the Key Stage 1 coordinator and curriculum coordinators to ensure a smooth transition to the next Key Stage.
- To lead the Foundation Stage team in communicating, consulting and exchanging information with parents ensuring that they are well

informed about the curriculum, targets, children's progress and attainment in the Foundation Stage.

- To maintain and promote positive behaviours among pupils and staff, safeguarding their health and safety on school premises and when engaged on authorised activities elsewhere.
- To ensure that the department is continually working towards progress, and to ensure that all staff attend relevant courses and keep up to date with Foundation Stage developments.
- To organise Foundation Stage meetings and feedback sessions.

Organisation: Class teachers will be responsible for organising activities and areas, observing, assessing and planning, along with their support staff, in order to ensure that all children are able to fulfil their full potential.

Links to other policies/documentation

- Admissions
- Anti-bullying policy
- Care, learning & play policy
- Communication, language and literacy scheme of work
- Complaints policy/record sheets
- Creative development scheme of work
- Documentation policy
- Emergency procedures
- End of day arrangements
- Equal opportunities policy
- Equipment policy
- Food and drink policy – dietary needs/records
- Good behaviour policy – incident records
- Health/health and safety – consent/records of administration of medicines, consent for emergency treatment, accident records, sick children, no smoking, risk assessment, record of visitors, fire safety procedures, records and certificates, vehicles, named drivers and insurance, procedures for outings
- Illness policy
- Key person details/records
- Knowledge and understanding of the world scheme of work
- Organisation – Operational plan, Procedures for lost or uncollected children, Staff/volunteer information, Registration system for children and staff
- Personal, social and emotional development scheme of work
- Physical development scheme of work
- Physical environment policy
- Problem solving, reasoning and numeracy scheme of work
- Special needs policy
- Suitable person
- Working in partnership with parents and carers – activities/curriculum details, recording progress, planning

March 2010 JAM
To be reviewed March 2011

If you have any concerns regarding this policy please discuss them with Mrs Maltby

Appendix 1:

Personal Social and Emotional Development

	Disposition and Attitudes	Self confidence and self esteem	Making Relationships	Behaviour and Self Control	Self Care	Sense of Community
22-36	Show their particular characteristics, preferences and interests. Begin to develop self-confidence and a belief in themselves.	Begin to be assertive and self assured when others have realistic expectations of their competence. Begin to recognise danger and know who to turn to for help. Feel pride in their own achievements.	Learn social skills, and enjoy being with and talking to adults and other children. Seek out others to share experiences. Respond to the feelings and wishes of others.	Are aware that some actions can hurt or harm others	Seek to do things for themselves, knowing that an adult is close by, ready to support and help if needed. Become more aware that choices have consequences. Take pleasure in personal hygiene including toileting.	Show a strong sense of self as a member of different communities, such as their family or setting. Show affection and concern for special people.
30-50	Seek and delight in new experiences. Have a positive approach to activities and events. Show confidence in linking up with others for support and guidance. Show increasing independence in selecting and carrying out activities. Ref. DA 1 DA 3	Show increasing confidence in new situations. Talk freely about their home and community. Take pleasure in gaining more complex skills. Have a sense of personal identity. Ref. ED1 ED2	Feel safe and secure, and show a sense of trust. Form friendships with other children. Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routine. Ref. SD1 SD2 SD3	Begin to accept the needs of others, with support. Show care and concern for others, for living things and the environment.	Show willingness to tackle problems and enjoy self-chosen challenges. Demonstrate a sense of pride in own achievement. Take initiatives and manage developmentally appropriate tasks. Ref. DA2 (PD link)	Make connections between different parts of their life experience.
40-60+	Display high levels of involvement in activities. Persist for extended periods of time at an activity of their choosing. DA 3 Continue to be interested, excited and motivated to learn. DA 6 Be confident to try new activities, initiate ideas and speak in a familiar group. DA 7 Maintain attention, concentrate, (and sit quietly when appropriate). DA 8	Express needs and feelings in appropriate ways. ED 3 Have an awareness and pride in self as having own identity and abilities. Respond to significant experiences, showing a range of feelings when appropriate. ED 4 Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others. ED 5 Have a developing respect for their own cultures and beliefs and those of other people. ED 6	Value and contribute to own well-being and self-control. Form good relationships with adults and peers. SD 5 Work as part of a group or class, taking turns and sharing fairly, SD 4 Understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously. SD 6	Show confidence and the ability to stand up for own rights. Have an awareness of the boundaries set, and of behavioural expectations in the setting. Understand what is right, what is wrong, and why. ED 8 Consider the consequences of their words and actions for themselves and others. ED 7	Operate independently within the environment and show confidence in linking up with others for support and guidance. Appreciate the need for hygiene. Dress and undress independently and manage their own personal hygiene. DA 4 Select and use activities and resources independently. DA 5	Have an awareness of, and an interest in, cultural and religious differences. Have a positive self-image, and show that they are comfortable with themselves. Enjoy joining in with family customs and routines. Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect. SD 7 Understand that they can expect others to treat their needs, views, cultures and beliefs

Communication, Language and Literacy

	Language for Communication	Language for Thinking	Linking Sounds and Letters	Reading	Writing	Handwriting
40-60+	<p>Have confidence to speak to others about their own wants and interests. Use talk to gain attention and sometimes use action rather than talk to demonstrate or explain to others. Initiate conversation, attend to and take account of what others say. LCT 2</p> <p>Extend vocabulary, especially by grouping and naming. Use vocabulary and forms of speech that are increasingly influenced by their experience of books. Link statements and stick to a main theme or intention. Consistently develop a simple story, explanation or line of questioning. Use language for an increasing range of purposes. Use simple grammatical structures. Interact with others, negotiating plans and activities and taking turns in conversation. LCT 6</p> <p>Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning. Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions. LCT 4</p> <p>Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems. LCT 4</p> <p>Extend their vocabulary, exploring the meanings and sounds of new words. LCT 7</p> <p>Speak clearly and audibly with confidence and control & show awareness of the listener. LCT 8</p>	<p>Begin to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to how events lead into one another. Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping. Begin to use talk to pretend imaginary situations. Use language to imagine and recreate roles and experiences. LCT 5</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events. LCT 7</p>	<p>Continue a rhyming string. Hear and say the initial sound in words and know which letters represent some of the sounds. LSL 3</p> <p>Hear and say sounds in words in the order in which they occur. LSL 5</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet. LSL 4</p> <p>Use their phonic knowledge to write (read ?) simple regular words LSL 7 and make phonetically plausible attempts at more complex words. LSL 8</p> <p>Ref. LSL 6</p>	<p>Enjoy an increasing range of books. R 1</p> <p>Know that information can be retrieved from books and computers. R 2</p> <p>Explore and experiment with sounds, words and texts.</p> <p>Retell narratives in the correct sequence, drawing on language patterns of stories. R 7</p> <p>Read a range of familiar and common words and simple sentences independently. R 6</p> <p>Know that print carries meaning and, in English, is read from left to right and top to bottom. R 4</p> <p>Show an understanding of the elements of stories, such as main character, sequence of events and openings, R 5 and how information can be found in non-fiction texts to answer questions about where, who, why and how. R 8</p>	<p>Begin to break the flow of speech into words. Use writing as a means of recording and communicating. Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. W 7</p> <p>Attempt writing for different purposes, using features of different forms (such as lists, stories and instructions). W.6</p> <p>Write their own names and other things W 4 such as labels and captions, and begin to form simple sentences, sometimes using punctuation. W 8</p>	<p>Begin to use anticlockwise movement and retrace vertical lines. Begin to form recognisable letters. W2</p> <p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. W 5</p>

Problem Solving, Reasoning and Numeracy

	Numbers as Labels and for Counting	Calculating	Shape, Space and Measures
22-36	<p>Have some understanding of 1 and 2, especially when the number is important for them.</p> <p>Create and experiment with symbols and marks.</p> <p>Use some number language, such as 'more' and 'a lot'.</p> <p>Recite some number names in sequence.</p>	<p>Begin to make comparisons between quantities.</p> <p>Know that a group of things changes in quantity when something is added or taken away.</p>	<p>Notice simple shapes and patterns in pictures.</p> <p>Begin to categorise objects according to properties such as shape or size.</p> <p>Are beginning to understand variations in size.</p>
30-50	<p>Use some number names and number language spontaneously.</p> <p>Show curiosity about numbers by offering comments or asking questions.</p> <p>Use some number names accurately in play.</p> <p>Sometimes match number and quantity correctly.</p> <p>Recognise groups with one, two or three objects.</p> <p>Ref. NLC 1</p>	<p>Compare two groups of objects, saying when they have the same number.</p> <p>Show an interest in number problems.</p> <p>Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Ref. C1 and C2</p>	<p>Show an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Show awareness of similarities in shapes in the environment.</p> <p>Observe and use positional language.</p> <p>Are beginning to understand 'bigger than' and 'enough'.</p> <p>Show interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>Use shapes appropriately for tasks.</p> <p>Begin to talk about the shapes of everyday objects. Ref. SSM 1</p>

Problem Solving, Reasoning and Numeracy

	Numbers as Labels and for Counting	Calculating	Shape, Space and Measures
40-60+	<p>Recognise some numerals of personal significance. Count up to three or four objects by saying one number name for each item. NLC 2</p> <p>Count out up to six objects from a larger group NLC 3</p> <p>Count actions or objects that cannot be moved.</p> <p>Begin to count beyond 10.</p> <p>Begin to represent numbers using fingers, marks on paper or pictures.</p> <p>Select the correct numeral to represent 1 to 5, then 1 to 9 objects.</p> <p>Recognise numerals 1 to 5.</p> <p>Count an irregular arrangement of up to ten objects.</p> <p>Estimate how many objects they can see and check by counting them.</p> <p>Count aloud in ones, twos, fives or tens.</p> <p>Know that numbers identify how many objects are in a set.</p> <p>Use ordinal numbers in different contexts.</p> <p>Match then compare the number of objects in two sets.</p> <p>Say and use number names in order in familiar contexts. NLC 4</p> <p>Count reliably up to ten everyday objects. NLC 6</p> <p>Recognise numerals 1 to 9. NLC 5</p> <p>Use developing mathematical ideas and methods to solve practical problems. NLC 8 C8 ?</p> <p>Ref. NLC 7</p>	<p>Find the total number of items in two groups by counting all of them.</p> <p>Use own methods to work through a problem.</p> <p>Say the number that is one more than a given number. C 3 (one less)</p> <p>Select two groups of objects to make a given total of objects.</p> <p>Count repeated groups of the same size.</p> <p>Share objects into equal groups and count how many in each group.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. C 6</p> <p>Use language such as ‘more’ or ‘less’ to compare two numbers.</p> <p>Find one more or one less than a number from one to ten. C 7</p> <p>Begin to relate addition to combining two groups of objects and subtraction to ‘taking away’. C 4 and C 5</p> <p>Ref. C 8</p>	<p>Show curiosity about and observation of shapes by talking about how they are the same or different. SSM 2</p> <p>Match some shapes by recognising similarities and orientation.</p> <p>Begin to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.</p> <p>Select a particular named shape.</p> <p>Show awareness of symmetry.</p> <p>Find items from positional or directional clues.</p> <p>Order two or three items by length or height.</p> <p>Order two items by weight or capacity.</p> <p>Match sets of objects to numerals that represent the number of objects.</p> <p>Sort familiar objects to identify their similarities and differences, making choices and justifying decisions.</p> <p>Describe solutions to practical problems, drawing on experience, talking about own ideas, methods and choices.</p> <p>Use familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Use everyday language related to time; order and sequence familiar events, and measure short periods of time with a non-standard unit, for example, with a sand timer.</p> <p>Count how many objects share a particular property, presenting results using pictures, drawings or numerals. SSM 3</p> <p>Use language such as greater’, ‘smaller’, ‘heavier’ or ‘lighter’ to compare quantities. SSM 7</p> <p>Talk about, recognise and recreate simple patterns. SSM 4</p> <p>Use language such as ‘circle’ or ‘bigger’ to describe the shape and size of solids and flat shapes. SSM 6</p> <p>Use everyday words to describe position. SSM 5</p> <p>Use developing mathematical ideas and methods to solve practical problems. SSM 8 Ref. C8</p>

Knowledge and Understanding of the World

	Exploration and Investigation	Designing and Making	ICT	Time	Place	Communities
22-36	Explore, play and seek meaning in their experiences. Use others as sources of information and learning. Show an interest in why things happen.	Are curious and interested in making things happen.	Show an interest in ICT. Seek to acquire basic skills in turning on and operating some ICT equipment.	Recognise some special times in their lives and the lives of others. Understand some talk about immediate past and future, for example, 'before', 'later' or 'soon'. Anticipate specific time-based events such as mealtimes or home time.	Enjoy playing with small-world models such as a farm, a garage, or a train track.	Are interested in others and their families. Have a sense of own immediate family and relations. Begin to have their own friends.
30-50	Show curiosity and interest in the features of objects and living things. KUW 1 Describe and talk about what they see. Show curiosity about why things happen and how things work. Show understanding of cause/effect relations.	Investigate various construction materials. Realise tools can be used for a purpose. Join construction pieces together to build and balance.	Know how to operate simple equipment.	Remember and talk about significant events in their own experience. KUW 2 Show interest in the lives of people familiar to them. Talk about past and future events. Develop an understanding of growth, decay and change over time.	Show an interest in the world in which they live. Comment and ask questions about where they live and the natural world. KUW 2	Express feelings about a significant personal event. Describe significant events for family or friends. Enjoy imaginative and role-play with peers. Show interest in different occupations and ways of life.
40-60+	Notice and comment on patterns. Show an awareness of change. Explain own knowledge and understanding, and ask appropriate questions of others. Investigate objects and materials by using all of their senses as appropriate. KUW 4 Find out about, and identify, some features of living things, objects and events they observe. KUW 4 Look closely at similarities, differences, patterns and change. KUW 5 Ask questions about why things happen and how things work. KUW 5	Begin to try out a range of tools and techniques safely. Construct with a purpose in mind, using a variety of resources. KUW 3 Use simple tools and techniques competently and appropriately. KUW 3 Build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary. KUW 8 Select the tools and techniques they need to shape, assemble and join materials they are using. KUW 8	Complete a simple program on a computer. Use ICT to perform simple functions, such as selecting a channel on the TV remote control. Use a mouse and keyboard to interact with age-appropriate computer software. Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning. KUW 7	Begin to differentiate between past and present. Use time-related words in conversation. Understand about the seasons of the year and their regularity. Make short-term future plans. Find out about past and present events in their own lives, and in those of their families and other people they know. KUW 6	Notice differences between features of the local environment. Observe, find out about and identify features in the place they live and the natural world. KUW 3 Find out about their environment, and talk about those features they like and dislike. KUW 4	Gain an awareness of the cultures and beliefs of others. Feel a sense of belonging to own community and place. Begin to know about their own cultures and beliefs and those of other people. KUW 6

Physical Development

	Movement and Space	Health and Bodily Awareness	Using Equipment and Materials
22-36	<p>Gradually gain control of their whole bodies and are becoming aware of how to negotiate the space and objects around them.</p> <p>Move spontaneously within available space.</p> <p>Respond to rhythm, music and story by means of gesture and movement.</p> <p>Are able to stop.</p> <p>Manage body to create intended movements.</p> <p>Combine and repeat a range of movements.</p>	<p>Communicate their needs for things such as food, drinks and when they are uncomfortable.</p> <p>Show emerging autonomy in self-care.</p>	<p>Balance blocks to create simple structures.</p> <p>Show increasing control in holding and using hammers, books, beaters and mark-making tools.</p>
30-50	<p>Move freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Use movement to express feelings.</p> <p>Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Sit up, stand up and balance on various parts of the body.</p> <p>Demonstrate the control necessary to hold a shape or fixed position.</p> <p>Operate equipment by means of pushing and pulling movements.</p> <p>Mount stairs, steps or climbing equipment using alternate feet.</p> <p>Negotiate an appropriate pathway when walking, running or using a wheelchair or other mobility aids, both indoors and outdoors.</p> <p>Judge body space in relation to spaces available when fitting into confined spaces or negotiating openings and boundaries.</p> <p>Show respect for other children's personal space when playing among them.</p> <p>Persevere in repeating some actions or attempts when developing a new skill.</p> <p>Collaborate in devising and sharing tasks, including those which involve accepting rules.</p> <p>Ref PD 1,2 3</p>	<p>Show awareness of own needs with regard to eating, sleeping and hygiene.</p> <p>Often need adult support to meet those needs. DA 2</p> <p>Show awareness of a range of healthy practices with regard to eating, sleeping and hygiene.</p> <p>Observe the effects of activity on their bodies.</p>	<p>Engage in activities requiring hand-eye coordination.</p> <p>Use one-handed tools and equipment.</p> <p>Show increasing control over clothing and fastenings.</p> <p>Show increasing control in using equipment for climbing, scrambling, sliding and swinging.</p> <p>Demonstrate increasing skill and control in the use of mark-making, implements, blocks, construction sets and small-l world activities. PD 3</p> <p>Understand that equipment and tools have to be used safely.</p>

Physical Development

	Movement and Space	Health and Bodily Awareness	Using Equipment and Materials
40-60+	<p>Go backwards and sideways as well as forwards. Experiment with different ways of moving. Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Jump off an object and land appropriately. Show understanding of the need for safety when tackling new challenges. Avoid dangerous places and equipment. Construct with large materials such as cartons, fabric and planks. Move with confidence, imagination and in safety. PD 4 Move with control and coordination. Travel around, under, over and through balancing and climbing equipment. PD 4 Show awareness of space, of themselves and of others. PD 4</p>	<p>Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Recognise the importance of keeping healthy, and those things which contribute to this. PD 8 Recognise the changes that happen to their bodies when they are active. PD 8</p>	<p>Explore malleable materials by patting, stroking, poking, squeezing, pinching and twisting them. Use increasing control over an object, such as a ball, by touching, pushing, patting, throwing, catching or kicking it. Manipulate materials to achieve a planned effect. Use simple tools to effect changes to the materials. PD 5 Show understanding of how to transport and store equipment safely. Practise some appropriate safety measures without direct supervision. Use a range of small and large equipment. PD 6 Handle tools, objects, construction and malleable materials safely and with increasing control. PD 7</p>

Creative Development

	Being Creative – Responding to experiences, expressing and communicating ideas	Exploring Media and Materials	Creating Music and Dance	Developing Imagination and Imaginative Play
22-36	Seek to make sense of what they see, hear, smell, touch and feel. Begin to use representation as a form of communication.	Begin to combine movement, materials, media or marks.	Join in singing favourite songs. Create sounds by banging, shaking, tapping or blowing. Show an interest in the way musical instruments sound.	Begin to make-believe by pretending.
30-50	Use language and other forms of communication to share the things they create, or to indicate personal satisfaction or frustration. Explore and experience using a range of senses and movement. CD 2 Capture experiences and responses with music, dance, paint and other materials or words. CD 3 Develop preferences for forms of expression.	Begin to be interested in and describe the texture of things. Explore colour and begin to differentiate between colours. Differentiate marks and movements on paper. CD 1 Use their bodies to explore texture and space. Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. CD 1 Create 3D structures. Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. CD 3	Enjoy joining in with dancing and ring games. Sing a few familiar songs. CD 4 Sing to themselves and make up simple songs. Tap out simple repeated rhythms and make some up. CD 2 Explore and learn how sounds can be changed. Imitate and create movement in response to music. CD 2	Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Use available resources to create props to support role-play. CD 1 Develop a repertoire of actions by putting a sequence of movements together.
40-60+	Talk about personal intentions, describing what they were trying to do. CD 2 Respond to comments and questions, entering into dialogue about their creations. Make comparisons and create new connections. Respond in a variety of ways to what they see, hear, smell, touch and feel. <u>CD 7</u> Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments. CD 8	Explore what happens when they mix colours. Choose particular colours to use for a purpose. Understand that different media can be combined to create new effects. Experiment to create different textures. Create constructions, collages, painting and drawings. Use ideas involving fitting, overlapping, in, out, enclosure, grids and sun-like shapes. Work creatively on a large or small scale. Explore colour, texture, shape, form and space in two or three dimensions. CD 5	Begin to build a repertoire of songs and dances. CD 4 Explore the different sounds of instruments. CD 2 Begin to move rhythmically. Recognise and explore how sounds can be changed, CD 6 sing simple songs from memory, CD 4 recognise repeated sounds and sound patterns and match movements to music. CD 6	Introduce a storyline or narrative into their play. Play alongside other children who are engaged in the same theme. SD 1 Play cooperatively as part of a group to act out a narrative. Use their imagination in art and design, music, dance, imaginative and role-play and stories. CD 7

Appendix 2: Early Years Foundation Stage Profile – Scale Points 1 to 3

Name _____ Setting _____

	PSED			CLL				PSRN			K & U	PD	CD
Scale points	1. Dispositions and attitudes	2. Social Development	3. Emotional Development	4. Language for communication and thinking	5. Linking sounds and letters	6. Reading	7. Writing	8. Numbers as labels for counting	9. Calculating	10. Shape, space and measures	11. KUW	12. PD	13. CD
	Shows an interest in classroom activities through observation or participation Dev Matters DA 30 to 50	Plays alongside others Dev Matters MR 30 to 50 Ref Dev Matters K & U C 16 - 26 CD DII 40-60 +	Separates from main carer with support Dev Matters SCES 30 to 50	Listens and responds Dev Matters LC 30 -50	Joins in with rhyming and rhythmic activities Dev Matters LSL 30 to 50	Is developing an interest in books Dev Matters R 40-60+	Experiments with mark-making, sometimes ascribing meaning to the marks Dev Matters W 30 to 50	Says some number names in familiar contexts, such as nursery rhymes Dev Matters NLC 30 -50	Responds to the vocabulary involved in addition and subtraction in rhymes and games Dev Matters C 30 -50	Experiments with a range of objects and materials showing some mathematical awareness Dev Matters SSM 30 -50	Shows curiosity and interest by exploring surroundings Dev Matters EI 30 - 50	Moves spontaneously, showing some control and coordination. Dev Matters MS 30 - 50	Explores different media and responds to a variety of sensory experiences. Engages in representational play. Dev Matters EMM 30 -50 DII 30-50
	Dresses, undresses and manages own personal hygiene with adult support Dev Matters SC 30 to 50 PD HBA 30 -50	Builds relationships through gesture and talk Dev Matters Ref MR 30 to 50	Communicates freely about home and community Dev Matters Ref SCSE 30 to 50	Initiates communication with others, displaying greater confidence in more informal contexts Dev Matters LC 30 -50 40-60+ LT 30-50	Shows an awareness of rhyme and alliteration Dev Matters LSL 30 to 50	Knows that print conveys meaning Dev Matters R 30 -50 R 40 – 60+	Uses some clearly identifiable letters to communicate meaning Dev Matters W 30 to 50 H 40-60 +	Counts reliably up to three everyday objects Dev Matters NLC40 - 60+	Recognises differences in quantity when comparing sets of objects Dev Matters C30 -50	Sorts or matches objects and talks about sorting Dev Matters SSM 40-60 +	Observes, selects and manipulates objects and materials. Identifies simple features and significant personal events Dev Matters T 30 – 50 P 30 - 50	Moves with confidence in a variety of ways, showing some awareness of space Dev Matters MS Dev Matters MS 30 - 50 HB 30 - 50	Creates simple representations of events, people and objects and engages in music making Dev Matters BC 30 -50 BC 40 -60 + CMD 30-50 CMD 40 – 60+
	Displays high levels of involvement in self-chosen activities Dev Matters DA 30 to 50 DA 40 to 60+	Takes turns and shares with adult support Dev Matters MR 30 to 50	Expresses needs and feelings in appropriate ways Dev Matters SCSE 40 -60 +	Talks activities through, reflecting on and modifying actions Dev Matters LT 30- 50	Links some sounds to letters Dev Matters LSL 40 to 60+	Recognises a few familiar words Dev Matters R 30 -50 R 40 – 60+	Represents some sounds correctly in writing Dev Matters W 30 to 50	Counts reliably up to six everyday objects Dev Matters NLC40 - 60+	Finds one more or one less from a group of up to five objects Dev Matters C 40 -60+	Describes shapes in simple modes, pictures and patterns Dev Matters SSM 40-60 +	Identifies obvious similarities and differences when exploring and observing. Constructs in a purposeful way, using simple tools and techniques Dev Matters DM 40 – 60 + P 40 – 60 +	Usually shows appropriate control in large and small scale movements Dev Matters MS 30 – 50 PD 30 - 50	Tries to capture experiences using a variety of different media Dev Matters BC 30 -50 BC 40 -60 + EMM 30 -50 CMD 30-50 CMD 40 – 60+

Early Years Foundation Stage Profile – Scale Points 4 to 6

PSED DA	PSED SCSE	PSED ED	CLL LCT	CLL LSL	CLL R	CLL W	PSRN NLC	PSRN C	PSRN SSM	K & U	PD	CD
<p>Dresses and undresses independently and manages own personal hygiene.</p> <p>Dev Matters SC 40 -60 +</p>	<p>Works as part of a group or class, taking turns and sharing fairly.</p> <p>Dev Matters MR ELG 40 – 60 +</p>	<p>Responds to significant experiences, showing a range of feelings when appropriate.</p> <p>DEV Matters SCSE ELG 40 – 60+</p>	<p>Listens with enjoyment to stories, songs, rhymes and poems.</p> <p>Dev Matters LC ELG 40 -60 +</p> <p>sustains attentive listening and responds with relevant comments, questions or actions.</p> <p>Dev Matters LC ELG 40-60 +</p>	<p>Links sounds to letters, naming and sounding letters of the alphabet.</p> <p>Dev Matters LSL ELG 40 -60 +</p>	<p>Know that, in English, print is read from left to right and top to bottom.</p> <p>Dev Matters R ELG 40 -60 +</p>	<p>Writes own name and other words from memory.</p> <p>Dev Matters W ELG 40 -60 +</p>	<p>Says number names in order.</p> <p>Dev Matters NLC ELG 40 -60 +</p>	<p>Relates addition to combining two groups.</p> <p>Dev Matters C ELG 40 -60 +</p>	<p>Talks about, recognises and recreates simple patterns.</p> <p>Dev Matters SSM ELG 40 -60</p>	<p>Investigates places, objects, materials and living things by using all the senses as appropriate.</p> <p>Dev Matters EI ELG 40 – 60+</p> <p>Identifies some features and talks about those features s/he likes and dislikes.</p> <p>Dev Matters P ELG 40 – 60+</p>	<p>Moves with confidence, imagination and in safety.</p> <p>Travels around, under, over and through balancing and climbing equipment.</p> <p>Shows awareness of space, of self and others.</p> <p>Dev Matters MS ELG 40 – 60+</p>	<p>Sings simple songs from memory.</p> <p>Dev Matters CMD 30 – 50</p>
<p>Selects and uses activities and resources independently.</p> <p>Dev Matters SC ELG 40 -60 +</p>	<p>Forms good relationships with adults and peers.</p> <p>Dev Matters MR ELG 40 – 60 +</p>	<p>Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others.</p> <p>DEV Matters SCSE ELG 40 – 60+</p>	<p>Uses language to imagine and recreate roles and experiences.</p> <p>Dev Matters LT ELG 40 -60 +</p>	<p>Hears and says sounds in words.</p> <p>Dev Matters LSL ELG 40 -60 +</p>	<p>Shows an understanding of the elements of stories, such as main character, sequence of events and openings.</p> <p>Dev Matters R ELG 40 -60 +</p>	<p>Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Dev Matters H ELG 40 -60 +</p>	<p>Recognises numerals 1 to 9.</p> <p>Dev Matters NLC ELG 40 -60 +</p>	<p>Relates subtraction to taking away.</p> <p>Dev Matters C ELG 40 -60 +</p>	<p>Uses everyday words to describe position.</p> <p>Dev Matters SSM ELG 40 -60</p>	<p>Asks questions about why things happen and how things work.</p> <p>Dev Matters EI ELG 40 – 60+</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Dev Matters EI ELG 40 – 60+</p>	<p>Demonstrates fine motor control and coordination.</p> <p>Dev Matters UEM 40 – 60+</p>	<p>Explores colour, texture, shape, form and pace in two or three dimensions.</p> <p>Dev Matters EMM ELG 40 – 60 +</p>
<p>Continues to be interested, motivated and excited to learn.</p> <p>Dev Matters DA ELG 40 -60 +</p>	<p>Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.</p> <p>Dev Matters MR ELG 40 – 60 +</p>	<p>Has a developing respect for own culture and beliefs and those of other people.</p> <p>DEV Matters SCSE ELG 40 – 60+</p>	<p>Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation.</p> <p>Dev Matters LC ELG 40 -60 +</p>	<p>Blends sounds in words.</p>	<p>Reads a range of familiar and common words and simple sentences independently.</p> <p>Dev Matters R ELG 40 -60 +</p>	<p>Attempts writing for a variety of purposes, using features of different forms.</p> <p>Dev Matters W ELG 40 -60 +</p>	<p>Counts reliably up to 10 everyday objects.</p> <p>Dev Matters NLC ELG 40 -60 +</p>	<p>In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting.</p> <p>Dev Matters C ELG 40 -60 +</p>	<p>Uses language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.</p> <p>Dev Matters SSM ELG 40 -60</p>	<p>Finds out about past and present events in own life, and in those of family members and other people s/he knows.</p> <p>Dev Matters T ELG 40 – 60+</p> <p>Begins to know about own culture and beliefs and those of other people.</p> <p>Dev Matters Com ELG 40 – 60+</p>	<p>Uses small and large equipment, showing a range of basic skills.</p> <p>Dev Matters UEM ELG 40 – 60+</p>	<p>Recognises and explores how sounds can be changed.</p> <p>Recognises repeated sounds and sound patterns and matches movement to music.</p> <p>Dev Matters CMD ELG 40 – 60 +</p>

Early Years Foundation Stage Profile – Scale Points 7 to 8

	PSED DA	PSED SCSE	PSED ED	CLL LCT	CLL LSL	CLL R	CLL W	PSRN NLC	PSRN C	PSRN SSM	K & U	PD	CCD
7	<p>Is confident to try new activities, initiate ideas and speak in a familiar group.</p> <p>Dev Matters DA ELG 40 -60 +</p>	<p>Understands that people have different needs, views, cultures and beliefs that need to be treated with respect.</p> <p>Dev Matters SoC ELG 40 – 60 +</p>	<p>Considers the consequences of words and actions for self and others.</p> <p>DEV Matters BSC ELG 40 – 60 +</p>	<p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events,</p> <p>Dev Matters LT ELG 40 -60 +</p> <p>exploring the meanings and sounds of new words.</p> <p>Dev Matters LC ELG 40 -60 +</p>	<p>Uses phonic knowledge to read simple regular words.</p> <p>Dev Matters LSL ELG 40 -60 +</p>	<p>Retells narratives in the correct sequence, drawing on language patterns of stories.</p> <p>Dev Matters R ELG 40 -60 +</p>	<p>Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.</p> <p>Dev Matters W ELG 40 -60 +</p>	<p>Orders numbers up to 10.</p>	<p>Finds one more or one less than a number from 1 to 10.</p> <p>Dev Matters C ELG 40 -60 +</p>	<p>Uses language such as "greater", "smaller", "heavier", or "lighter", to compare quantities.</p> <p>Dev Matters SSM ELG 40 -60</p>	<p>Finds out about and identifies the uses of everyday technology and uses information and communication technology and programmable toys to support her/his learning.</p> <p>Dev Matters ICT ELG 40 – 60+</p>	<p>Handles tools, objects, construction and malleable materials safely and with basic control.</p> <p>Dev Matters UEM ELG 40 – 60+</p>	<p>Uses imagination in art and design, music, dance , imaginative and role-play and stories.</p> <p>Dev Matters DIIP ELG 40 – 60 +</p> <p>Responds in a variety of ways to what s/he sees, hears, smells, touches and feels.</p> <p>Dev Matters BCR ELG 40 – 60 +</p>
8	<p>Maintains attention and concentrates.</p> <p>Dev Matters DA ELG 40 -60 +</p>	<p>Understands that s/he can expect others to treat her or his needs, views, cultures and beliefs with respect.</p> <p>Dev lop Matters BCSC ELG 40 – 60 +</p>	<p>Understands what is right, what is wrong, and why.</p> <p>DEV Matters BSC ELG 40 – 60 +</p>	<p>Speaks clearly with confidence and control, showing awareness of the listener.</p> <p>Dev Matters LC ELG 40 -60 +</p>	<p>Attempts to read more complex words, using phonic knowledge.</p> <p>Dev Matters LSL ELG 40 -60 +</p>	<p>Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.</p> <p>Dev Matters R ELG 40 -60 +</p>	<p>Begins to form captions and simple sentences, sometimes using punctuation.</p> <p>Dev Matters W ELG 40 -60 +</p>	<p>Uses developing mathematical ideas and methods to solve practical problems.</p> <p>Dev Matters NLC, C, SSM ELG 40 -60 +</p>	<p>Uses developing mathematical ideas and methods to solve practical problems.</p> <p>Dev Matters NLC, C, SSM ELG 40 -60</p>	<p>Uses developing mathematical ideas and methods to solve practical problems.</p> <p>Dev Matters NLC, C, SSM ELG 40 -60</p>	<p>Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques and adapting her/his work where necessary.</p> <p>Dev Matters DM ELG 40 – 60+</p>	<p>Recognises the importance of keeping healthy and those things which contribute to this. Recognises the changes that happen to her/his body when s/he is active.</p> <p>Dev Matters HBA ELG 40 – 60+</p>	<p>Expresses and communicates ideas, thoughts and feelings using a range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.</p> <p>Dev Matters BCR ELG 40 – 60 +</p>

Early Years Foundation Stage Profile – Scale Points 9

	PSED DA	PSED SCSE	PSED ED	CLL LCT	CLL LSL	CLL R	CLL W	PSRN NLC	PSRN C	PSRN SSM	K & U	PD	CCD
9	Sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion.	Takes into account the ideas of others.	Displays a strong and positive sense of self-identity and is able to express a range of emotions fluently and appropriately.	Talks and listens confidently and with control, consistently showing awareness of the listener by including relevant detail. Uses language to work out and clarify ideas, showing control of a range of appropriate vocabulary.	Uses knowledge of letters, sounds and words when reading and writing independently.	Reads books of own choice with some fluency and accuracy.	Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences.	Recognises, counts, orders, writes and uses numbers up to 20.	Uses a range of strategies for addition and subtraction, including some mental recall or number bonds.	Uses mathematical language to describe solid (3d) objects and flat (2d) shapes.	Communicates simple planning for investigations and constructions and makes simple records and evaluations for his/her work. Identifies and names key features and properties, sometimes linking different experiences, observations and events. Begins to explore what it means to belong to a variety of groups and communities.	Repeats, links and adapts simple movements, sometimes commenting on her/his work. Demonstrates coordination and control in large and small movements and in using a range of tools and equipment.	Expresses feelings and preferences in response to artwork, drama and music and makes some comparisons and links between different pieces. Responds to own work and that of others when exploring and communicating ideas, feelings and preferences through art, music dance, role-play, and imaginative play.