

Lea Nursery School

Early Years Foundation Stage

(EYFS)

Curriculum Policy and Procedures - Building Blocks Prime Areas



WE PLAY, WE LEARN, WE SUCCEED!



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Our Vision & Building Blocks



Our Vision

The vision for Lea Nursery's curriculum is one that keeps children at the centre. Each year as the cohort of children changes our curriculum reacts to these children, their needs and interests. This means that the experiences may change year on year.

We believe that children learn best when:

- They learn through play.
- They can learn through real experiences.
- There are connections between different aspects of their learning.
- They are given time for sustained engagement.



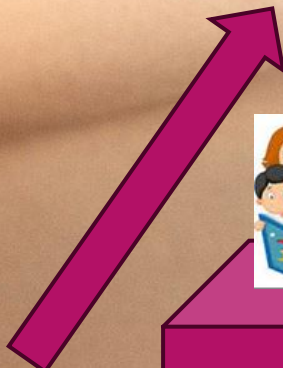
Our building blocks cover the 7 areas of learning and incorporate the skills of effective learning. Each of the 7 areas are broken down into sub areas which show clearly the expected objectives for each stage of a child's skills development. Learning that follows a sequence of stages ensures your child will have strong foundations on which they can continue to build and develop allowing them to achieve their full potential. Just like a building the stronger our foundations the stronger and more stable we will be allowing us to thrive and become complete and stable whole structure (person).

Communication and Language Skills

Listening & Attention



Early Learning Goal
End of Primary School Reception Year!



Turns their head towards noises made or familiar voices.

Can focus on familiar faces and objects for short periods of time and shows interest/focus by holding their gaze in the direction of the interest, smiling, laughing, crying or simple gestures.

Shows the ability to listen by being soothed or stimulated by specific sounds, voices or environmental noises.

Moves whole body to sounds they enjoy.

Begins to recognise and respond to repeated simple interactive rhymes with familiar person. E.G this little piggy...

R2/3

Responds to their name by turning to look at the person speaking

Listens to and shows responses/emotions through body movements & vocalisations when being read stories, listening to music/song/rhymes.

Enjoys playing/self exploring areas of interest and start to spend short periods of time on an activity, before moving to another interest.

Shows the ability of having single channeled attention but may still move quickly from one thing to another.

R3/4

Begins to respond to simple questions and verbalise ideas when listening to stories/simple explanations.

Shows an interest in play with songs and rhyme they have been taught.

Sits appropriately with other children at story/song time listening and taking it in turns in small groups.

R4/5

Listens attentively and comments and responds with actions and sharing ideas linked to the topic.

Makes comments about what they have heard and ask questions to clarify their understanding

R5

Listens attentively and responds to what they hear with relevant questions, engages in simple back-and-forth exchanges with their teacher / peers on topics of interest.

R6

Communication and Language Skills

Understanding



Early Learning Goal
End of Primary School Reception Year!

Tip: Understanding and following instructions helps adults keep children safe and helps children stay safe!

Understanding that stop means that we stop moving and stay still can prevent a child running into danger!

Children do not recognise dangers the way we do – always remember what your child wants and what is best for them are two very different things. It is the adult's responsibility to teach children. Children may have a tantrum for not getting their own way, but this is part of their learning boundaries, rules and routines.



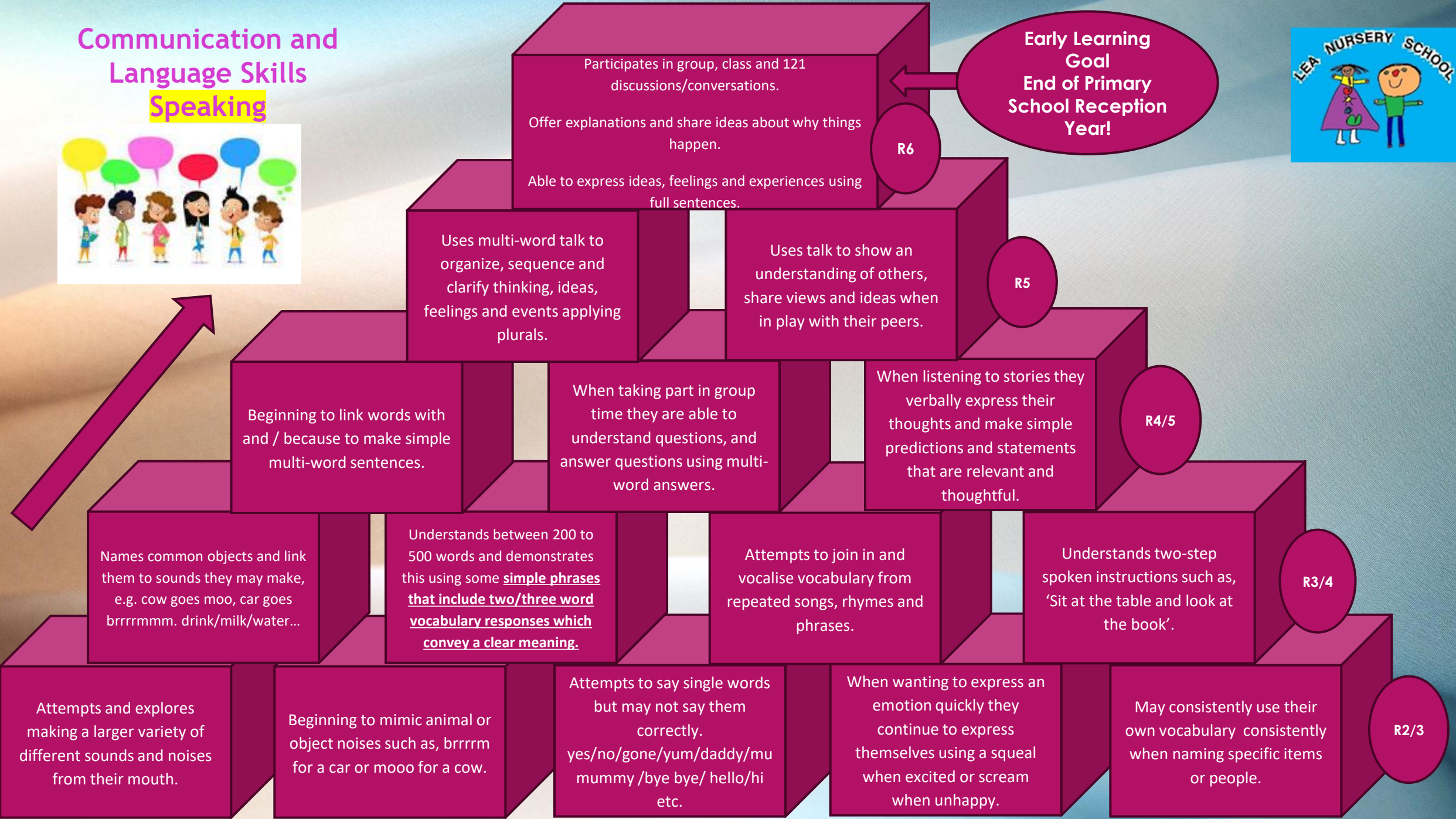
Stop, please stay still!

Communication and Language Skills

Speaking



Early Learning Goal
End of Primary School Reception Year!



Attempts and explores making a larger variety of different sounds and noises from their mouth.

Beginning to mimic animal or object noises such as, brrrrm for a car or moo for a cow.

Attempts to say single words but may not say them correctly.
yes/no/gone/yum/daddy/mu mummy /bye bye/ hello/hi etc.

When wanting to express an emotion quickly they continue to express themselves using a squeal when excited or scream when unhappy.

May consistently use their own vocabulary consistently when naming specific items or people.

R2/3

Names common objects and link them to sounds they may make, e.g. cow goes moo, car goes brrrrmmm. drink/milk/water...

Understands between 200 to 500 words and demonstrates this using some **simple phrases that include two/three word vocabulary responses which convey a clear meaning.**

Attempts to join in and vocalise vocabulary from repeated songs, rhymes and phrases.

Understands two-step spoken instructions such as, 'Sit at the table and look at the book'.

R3/4

Beginning to link words with and / because to make simple multi-word sentences.

When taking part in group time they are able to understand questions, and answer questions using multi-word answers.

When listening to stories they verbally express their thoughts and make simple predictions and statements that are relevant and thoughtful.

R4/5

Uses multi-word talk to organize, sequence and clarify thinking, ideas, feelings and events applying plurals.

Uses talk to show an understanding of others, share views and ideas when in play with their peers.

R5

Participates in group, class and 121 discussions/conversations.
Offer explanations and share ideas about why things happen.
Able to express ideas, feelings and experiences using full sentences.

R6

Personal, Social and Emotional Development (PSED)

Sense of Self



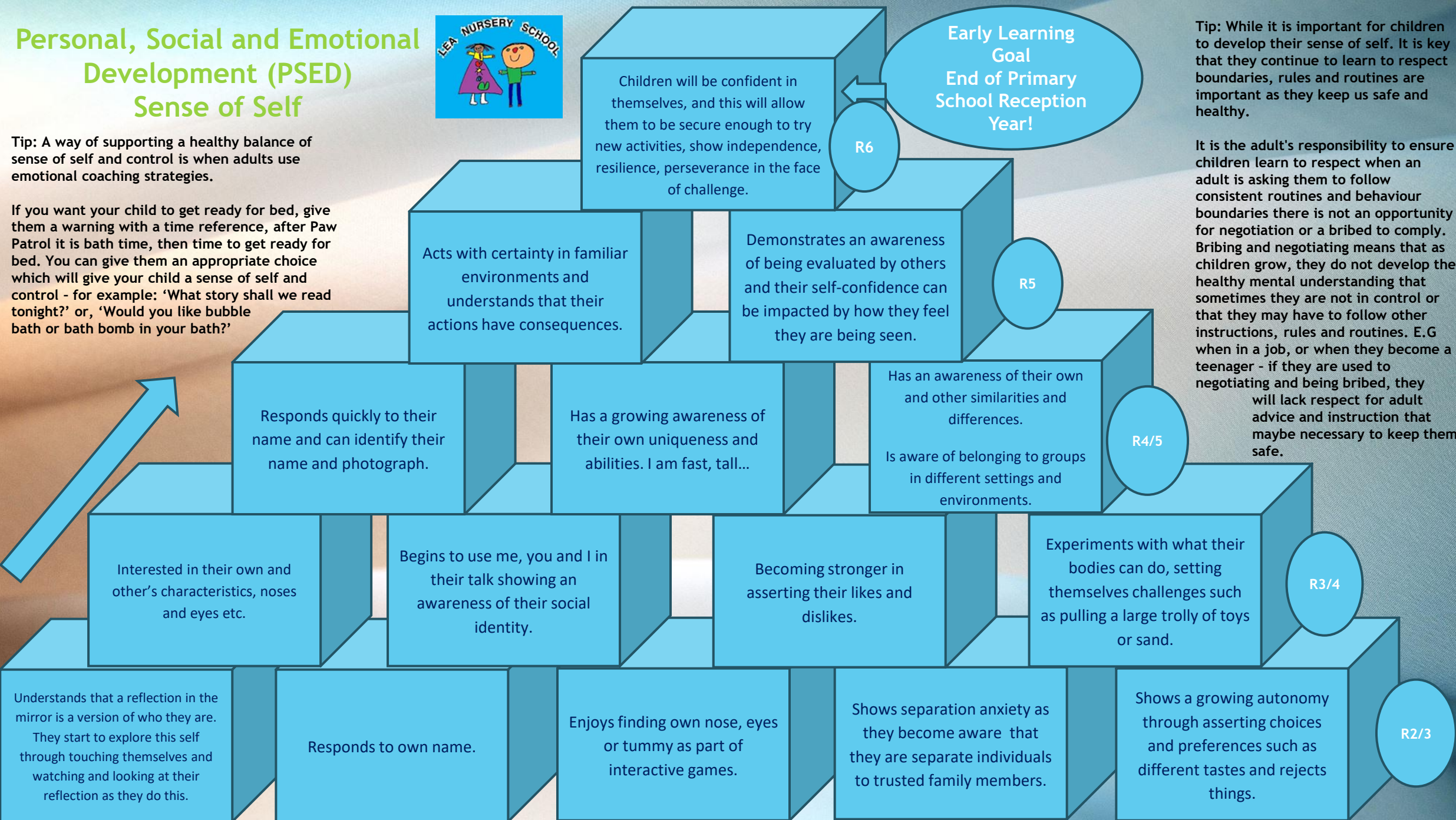
Tip: A way of supporting a healthy balance of sense of self and control is when adults use emotional coaching strategies.

If you want your child to get ready for bed, give them a warning with a time reference, after Paw Patrol it is bath time, then time to get ready for bed. You can give them an appropriate choice which will give your child a sense of self and control - for example: 'What story shall we read tonight?' or, 'Would you like bubble bath or bath bomb in your bath?'

Early Learning Goal
End of Primary School Reception Year!

Tip: While it is important for children to develop their sense of self. It is key that they continue to learn to respect boundaries, rules and routines are important as they keep us safe and healthy.

It is the adult's responsibility to ensure children learn to respect when an adult is asking them to follow consistent routines and behaviour boundaries there is not an opportunity for negotiation or a bribed to comply. Bribing and negotiating means that as children grow, they do not develop the healthy mental understanding that sometimes they are not in control or that they may have to follow other instructions, rules and routines. E.G when in a job, or when they become a teenager - if they are used to negotiating and being bribed, they will lack respect for adult advice and instruction that maybe necessary to keep them safe.

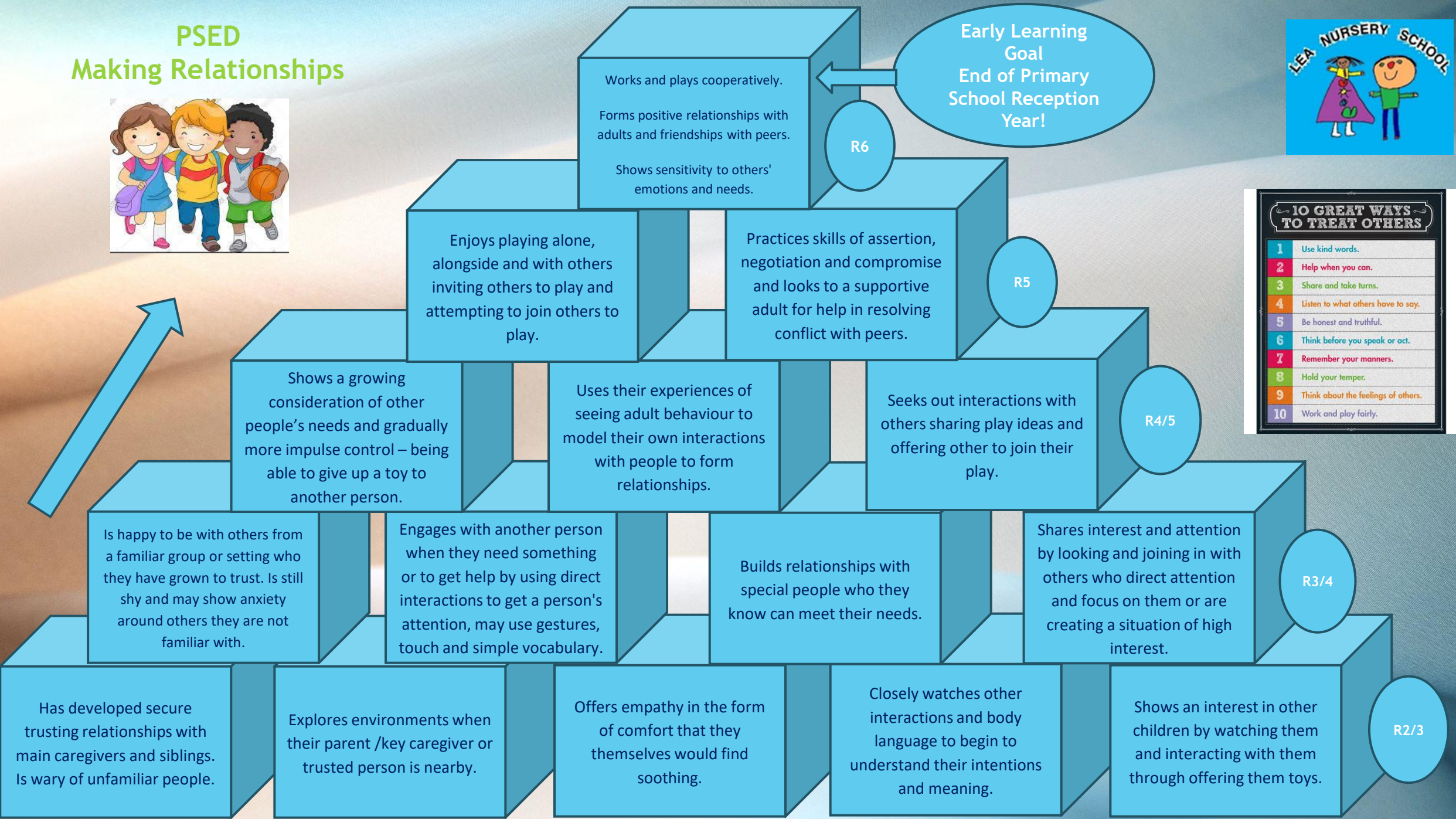


PSED Making Relationships



Early Learning Goal
End of Primary
School Reception
Year!

10 GREAT WAYS TO TREAT OTHERS	
1	Use kind words.
2	Help when you can.
3	Share and take turns.
4	Listen to what others have to say.
5	Be honest and truthful.
6	Think before you speak or act.
7	Remember your manners.
8	Hold your temper.
9	Think about the feelings of others.
10	Work and play fairly.



Has developed secure trusting relationships with main caregivers and siblings. Is wary of unfamiliar people.

Explores environments when their parent /key caregiver or trusted person is nearby.

Offers empathy in the form of comfort that they themselves would find soothing.

Closely watches other interactions and body language to begin to understand their intentions and meaning.

Shows an interest in other children by watching them and interacting with them through offering them toys.

R2/3

Is happy to be with others from a familiar group or setting who they have grown to trust. Is still shy and may show anxiety around others they are not familiar with.

Engages with another person when they need something or to get help by using direct interactions to get a person's attention, may use gestures, touch and simple vocabulary.

Builds relationships with special people who they know can meet their needs.

Shares interest and attention by looking and joining in with others who direct attention and focus on them or are creating a situation of high interest.

R3/4

Shows a growing consideration of other people's needs and gradually more impulse control – being able to give up a toy to another person.

Uses their experiences of seeing adult behaviour to model their own interactions with people to form relationships.

Seeks out interactions with others sharing play ideas and offering other to join their play.

R4/5

Enjoys playing alone, alongside and with others inviting others to play and attempting to join others to play.

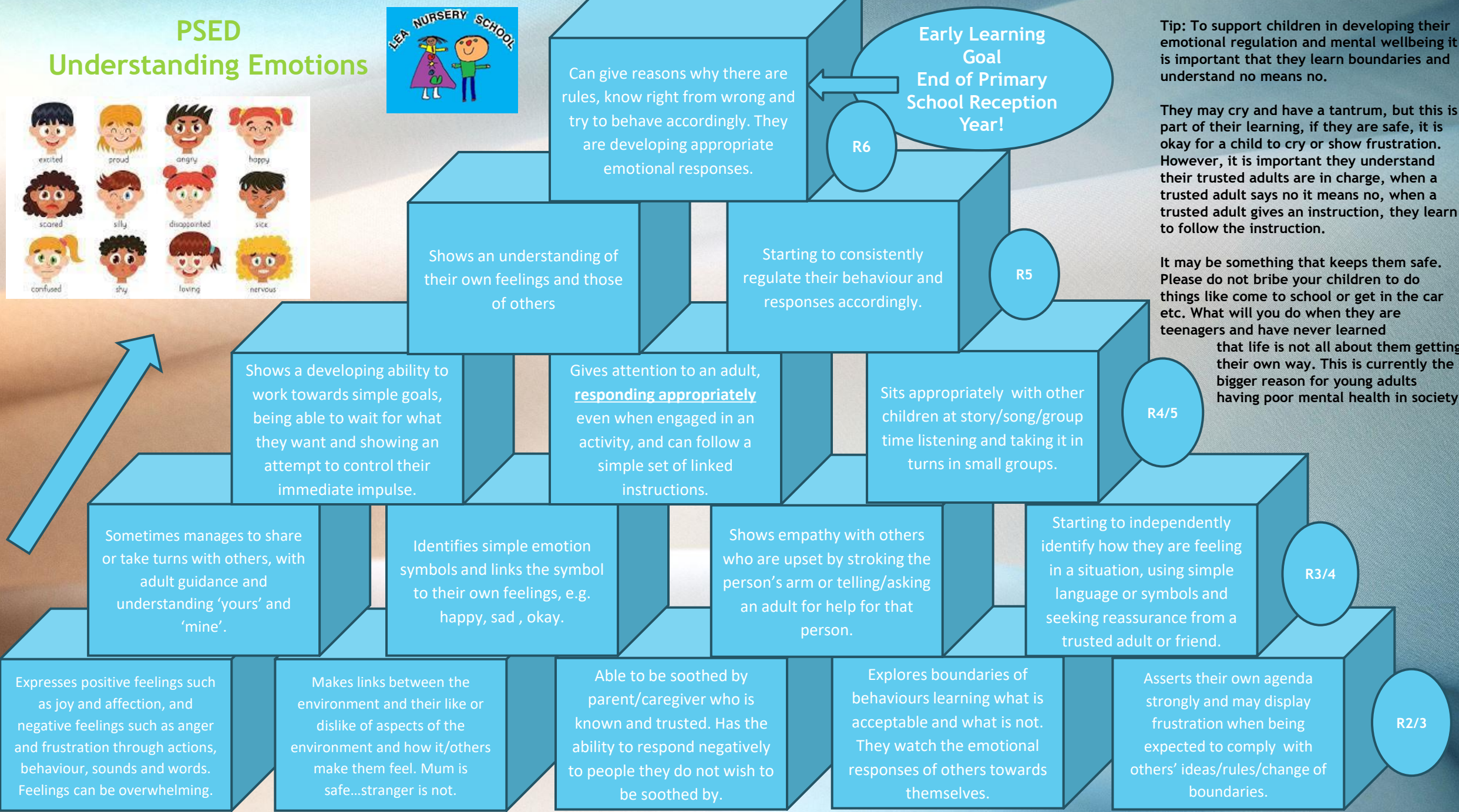
Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.

R5

Works and plays cooperatively.
Forms positive relationships with adults and friendships with peers.
Shows sensitivity to others' emotions and needs.

R6

PSED Understanding Emotions



Can give reasons why there are rules, know right from wrong and try to behave accordingly. They are developing appropriate emotional responses.

R6

Early Learning Goal
End of Primary School Reception Year!

Shows an understanding of their own feelings and those of others

Starting to consistently regulate their behaviour and responses accordingly.

R5

Shows a developing ability to work towards simple goals, being able to wait for what they want and showing an attempt to control their immediate impulse.

Gives attention to an adult, **responding appropriately** even when engaged in an activity, and can follow a simple set of linked instructions.

Sits appropriately with other children at story/song/group time listening and taking it in turns in small groups.

R4/5

Sometimes manages to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'.

Identifies simple emotion symbols and links the symbol to their own feelings, e.g. happy, sad, okay.

Shows empathy with others who are upset by stroking the person's arm or telling/asking an adult for help for that person.

Starting to independently identify how they are feeling in a situation, using simple language or symbols and seeking reassurance from a trusted adult or friend.

R3/4

Expresses positive feelings such as joy and affection, and negative feelings such as anger and frustration through actions, behaviour, sounds and words. Feelings can be overwhelming.

Makes links between the environment and their like or dislike of aspects of the environment and how it/others make them feel. Mum is safe...stranger is not.

Able to be soothed by parent/caregiver who is known and trusted. Has the ability to respond negatively to people they do not wish to be soothed by.

Explores boundaries of behaviours learning what is acceptable and what is not. They watch the emotional responses of others towards themselves.

Asserts their own agenda strongly and may display frustration when being expected to comply with others' ideas/rules/change of boundaries.

R2/3

Tip: To support children in developing their emotional regulation and mental wellbeing it is important that they learn boundaries and understand no means no.

They may cry and have a tantrum, but this is part of their learning, if they are safe, it is okay for a child to cry or show frustration. However, it is important they understand their trusted adults are in charge, when a trusted adult says no it means no, when a trusted adult gives an instruction, they learn to follow the instruction.

It may be something that keeps them safe. Please do not bribe your children to do things like come to school or get in the car etc. What will you do when they are teenagers and have never learned that life is not all about them getting their own way. This is currently the bigger reason for young adults having poor mental health in society

Physical Development (PD)

Moving and Handling

Gross Motor



Early Learning Goal
End of Primary
School Reception
Year!



- Negotiates space/obstacles safely with awareness for themselves and others.
- Demonstrates strength, balance & coordination when moving.
- Can run, jump, dance, hop, skip and climb.

R6

Climbs frames and obstacles with confidence and ease using hands, arms and leg movements appropriately to negotiate equipment/environments. Is able to carry out self care tasks.

Is confident to jump off obstacles using arms and legs to control their landing.

Can skip, hop, bend over and move their body in a variety of ways to travel from one point to another.

R5

Runs and moves around obstacles, showing spatial awareness of themselves and the environment they are moving in.

Can sit up/stand and balance for longer periods of time showing their developing postural stability.

Kicks a ball with some control and direction.
Developing eye/foot coordination.

Can throw/play with objects such as balls, hoops and bats with some control and sense of direction.
Developing hand/eye coordination.

R4/5

Able to move their entire body and limbs to carry out tasks independently with some for of control such as dressing, undressing and going to the toilet. They may need some adult support from time to time.

Starting to use balance bikes to travel, may attempt to use bikes with pedals but push with their feet still and occasionally attempt to pedal.

Showing a growing ability to control their speed when fast walking and running. Showing more control over their ability to run and learning to skip and hop.

Climbs up steps and is learning to jump off objects from a safe height landing with knees slightly bent.

Copies movements made by adults showing an understanding of how their body and limbs move, e.g. when playing Simon Says or attempting to join in with Cosmic Yoga.

R3/4

Able to walk with developing balance, maybe unbalanced when moving up and down from one height to another.

Picks up and moves objects of interest. Able with some coordination and purpose to move items from one place to another.

Continues to be able to play crawling games moving alternate legs and arms.

Sits up unaided and if attention is focused, they can sit for a period without falling or needing to lay down.

Sits down and stands up from an age-appropriate chair/or suitable placed object using their arms and hands to support their movements.

R2/3

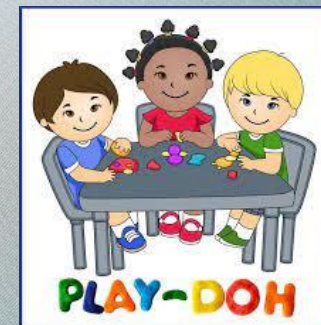
Physical Development (PD)

Moving and Handling

Fine Motor



Early Learning Goal
End of Primary
School Reception
Year!



• Uses objects in their hands showing, control, coordination and use for specific purpose.

R6

Throws objects with a specific sense of direction and force and able to throw more consistently balls/objects into a target. Shows developing hand/eye coordination.

Is starting to use scissors to cut paper and materials with developing control, direction and hand strength.

R5

Starting to hold mark making tools with a developing tripod hold. Will pick up tools using finger and thumb and moving into the hand to use.

When picking up objects or tools is consistently using a dominant hand to do so.

Throws objects with a developing sense of direction and force – attempting to throw balls/objects into a target. Showing developing hand/eye coordination.

Uses scissors with developing control and force showing some control and hand strength.

R4/5

Picks up tools and attempts to use them for the correct purpose.

Cuts with a knife.

Mark makes with pens, pencils, brushes, chalk.

Uses pincer grip (thumb and index finger) to pick up small items such as beads, buttons, jigsaw pieces and small bits of paper.

Manipulates soft material such as play dough into different shapes using squeezing, rolling and pushing hand movements. Tears paper using pincer movements to create enough force.

Holds toys in their hands and move them with purpose and direction – cars, buckets, balls, hoops etc.

R3/4

Holds objects using a whole hand grasp, can move the object to and from their face to look at it and orally explore or, if appropriate, eat it.

When in a sitting position, they can pick up and move objects of interest using their hands, with some coordination and purpose moving the item/s from one place to another moving their hands/ arms and torso position.

Can sit up unaided and if attention is focused, they can sit for a period without falling or needing to lay down.

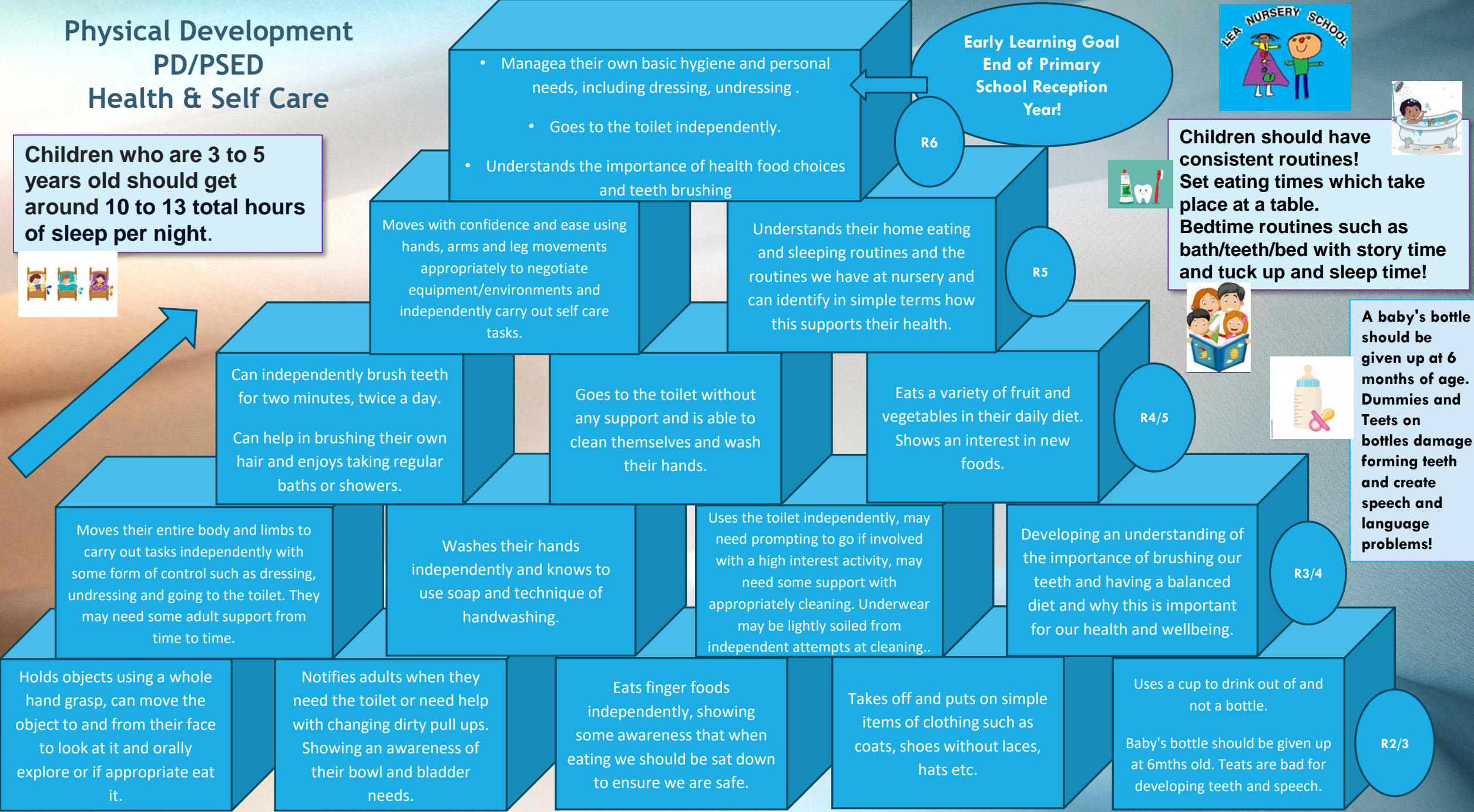
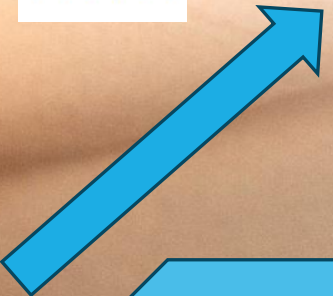
Can sit down and stand up from an age-appropriate chair/or suitable placed object using their arms and hands to support their movements.

When standing or walking about they can pick up with their hands items with some coordination and purpose to move the item from one place to another.

R2/3

Physical Development PD/PSED Health & Self Care

Children who are 3 to 5 years old should get around 10 to 13 total hours of sleep per night.



Holds objects using a whole hand grasp, can move the object to and from their face to look at it and orally explore or if appropriate eat it.

Notifies adults when they need the toilet or need help with changing dirty pull ups. Showing an awareness of their bowl and bladder needs.

Eats finger foods independently, showing some awareness that when eating we should be sat down to ensure we are safe.

Takes off and puts on simple items of clothing such as coats, shoes without laces, hats etc.

Uses a cup to drink out of and not a bottle.
Baby's bottle should be given up at 6mths old. Teats are bad for developing teeth and speech.

R2/3

Moves their entire body and limbs to carry out tasks independently with some form of control such as dressing, undressing and going to the toilet. They may need some adult support from time to time.

Washes their hands independently and knows to use soap and technique of handwashing.

Uses the toilet independently, may need prompting to go if involved with a high interest activity, may need some support with appropriately cleaning. Underwear may be lightly soiled from independent attempts at cleaning..

Developing an understanding of the importance of brushing our teeth and having a balanced diet and why this is important for our health and wellbeing.

R3/4

Can independently brush teeth for two minutes, twice a day.
Can help in brushing their own hair and enjoys taking regular baths or showers.

Goes to the toilet without any support and is able to clean themselves and wash their hands.

Eats a variety of fruit and vegetables in their daily diet. Shows an interest in new foods.

R4/5

Moves with confidence and ease using hands, arms and leg movements appropriately to negotiate equipment/environments and independently carry out self care tasks.

Understands their home eating and sleeping routines and the routines we have at nursery and can identify in simple terms how this supports their health.

R5

- Managea their own basic hygiene and personal needs, including dressing, undressing .
- Goes to the toilet independently.
- Understands the importance of health food choices and teeth brushing

R6

**Early Learning Goal
End of Primary
School Reception
Year!**



**Children should have consistent routines!
Set eating times which take place at a table.
Bedtime routines such as bath/teeth/bed with story time and tuck up and sleep time!**



A baby's bottle should be given up at 6 months of age. Dummies and Teets on bottles damage forming teeth and create speech and language problems!





Sources and useful links

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

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<https://jigsawpshe.com/pshe-eyfs-england>

Linked Policies
Behaviour Policy
Healthy Schools Policy
Pupil Premium Policy
SEND Policy
Outdoor Learning Policy
Display Policy
Safeguarding Policy

