

Overarching principles of the Statutory framework

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities.

Characteristics of effective learning

The Characteristics of Effective Learning (CoEL) focus on how children learn, not just what they learn. They help build confident, curious, and independent learners.

- **Playing and Exploring (Engagement)** - We encourage curiosity and exploration through open-ended play. We provide inviting resources and space for independent discovery. We support children to try new things and revisit familiar activities.
- **Active Learning (Motivation)** - We promote persistence and concentration with meaningful, achievable challenges. We celebrate effort, not just outcomes. We allow time for deep, uninterrupted play.
- **Creating and Thinking Critically (Thinking)** - We offer problem-solving and decision-making opportunities. We ask open-ended questions. We support children in expressing and developing their own ideas.

A rich, responsive environment and supportive adult interactions help children become engaged, motivated, and

EYFS Blueprint

Learning Enhancements

Our enhancements offer purposeful additions or changes to the continuous provision to stimulate interest, extend learning, and respond to children's needs, interests, or current themes.

- Enhancements help children explore concepts in more depth by adding new challenges, materials, or contexts that stretch thinking and problem-solving.
- We increase Engagement and Motivation, by reflecting children's current interests, seasonal themes, or recent experiences, enhancements keep learning fresh, exciting and meaningful.
- We extend vocabulary and language development. Where new materials or role-play opportunities invite children to use and learn new words in real contexts.
- We build on observations and assessment. Practitioners use enhancements to respond directly to observed gaps or strengths in children's development.
- We encourage Social Interaction and Collaboration. Our enhancements often spark group play and conversation, helping children develop social skills such as sharing, turn-taking, and negotiation.
- They promote curiosity and inquiry, provoking questions and exploration, fostering a love of learning and inquiry-based thinking.
- Our Enhancements make learning responsive, rich, and relevant, helping to scaffold children's development in an intentional yet playful way. They bring flexibility and creativity to the EYFS environment while maintaining focus on learning goals.

Continuous provision

- The purpose of continuous provision in our EYFS classroom is to create a well-organised, engaging environment where children can independently access resources and activities that support their development across all areas of learning. We take into consideration the common play behaviours for each area of learning, setting it up to meet all learning levels. The emergent, expected and exceeding learners.
- This Promotes Independence, where children can make choices about their play and learning, fostering autonomy, confidence, and decision-making skills.
- It encourages Exploration and Discovery. Resources are available consistently so children can return to, revisit, and build on previous learning through self-initiated play.
- It Supports Development Across the EYFS Areas. Each area (e.g. literacy, maths, physical development, personal/social/emotional development) is reflected in the provision to ensure balanced, holistic development.
- It enables Practitioners to Observe and Extend Learning. While children engage in continuous provision, practitioners can observe their interests and development, intervene when needed to extend learning, or identify areas requiring support.
- It create a predictable, Safe Environment. Routine and consistent access to resources help children feel secure and understand expectations, promoting positive behavior and emotional well-being.
- Facilitate Deep-Level Learning. By returning to familiar activities, children can deepen their understanding, practice skills, and make connections across learning experiences.

Continuous provision acts as the foundation of child-led learning in the EYFS, blending structure with freedom to nurture curiosity, creativity, and core skills development.

Prime areas of learning

To meet the prime areas of learning in EYFS, we:

- Create rich, responsive environments
- Use skilled adult interactions
- Provide consistent routines
- Encourage exploration and independence
- Build strong relationships

• Together, these strategies help children grow into confident, capable, and curious learners.

Communication and Language (C&L)

Listening and attention

Understanding

Speaking

- We nurture a rich language environment. Where adults model clear, expressive language during everyday routines and play.
- We include storytime and rhymes. Regular use of books, songs, and rhymes builds vocabulary and comprehension.
- We use open-ended questions: Encouraging children to express ideas ("What do you think will happen next?").
- We encourage role play and small world: Opportunities for imaginative talk and storytelling.

Personal, Social and Emotional Development (PSED)

Making relationships

Self-confidence and self-awareness

Managing feelings and behavior

- We pride ourselves on building secure, trusting relationships.
- Circle time and group discussions: Encourage turn-taking, listening, and emotional expression.
- We use the Big 3 and Me to help children name and understand their feelings.
- We provide opportunities for independence: E.g. self-registering, putting on coats, choosing activities.

We promote positive behavior strategies: By having clear boundaries, use praise, and consistent routines to promote self-regulation. We also teach the zones of regulation.

Physical Development (PD)

Moving and handling (fine and gross motor skills)

Health and self-care

- Outdoor play: Climbing, running, balancing, and using ride-on toys.
- Fine motor activities: Threading, cutting, playdough, mark-making, and construction.
- Sensory play: Sand, water, and malleable materials build strength and coordination.
- Healthy routines: Teaching handwashing, toileting, healthy eating, and understanding the importance of rest and hygiene.
- PE sessions: Structured movement activities (e.g. yoga, obstacle courses).

Parental Involvement

- We recognise the importance of a positive home-school partnership. We foster relationships by having an open door policy.
- We use Tapestry to engage parents with their child's learning, sharing events from home and school.
- We provide parent workshops promoting phonics, reading writing and maths..
- We keep parents updated through school newsletters and communications.
- We invite parents into celebration days and class assemblies.

Monitoring

- A member of the Senior Leadership team has responsibility for the leading and monitoring of EYFS alongside the Headteacher.
- Additionally a member of the Governing Body will act as a critical friend to ensure the SLT is continuing to drive good standards of the early years in school.

SEND and Intervention

- Through adaptive teaching, small group support and focused interventions meet the needed of all pupils as we aim to enable all children achieve well according to their individual needs and abilities.

Specific areas of learning

By providing a rich, well-planned environment and responsive adult interactions, we help children develop in the specific areas through hands-on, meaningful, and playful experiences and direct teaching. These areas prepare children for a successful transition into more structured learning in Key Stage 1.

To meet the Specific Areas of learning in EYFS we:

Literacy

- Drawing club develops language skills, generating ideas and putting their phonics into practice to become confident writers.
- Reading (listening to stories, recognising sounds/words)
- Writing (mark-making, using phonics, forming letters)
- Daily story time and shared reading to develop language, comprehension, and print awareness.
- Phonics sessions using EdShed which is a systematic synthetic phonics approach
- Mark-making areas indoors and outdoors with a variety of materials (pens, chalk, paint, etc.).
- Environmental print (labels, signs, menus) to help children see written language in everyday life.
- Writing for purpose in role play (e.g., writing shopping lists or postcards).

Mathematics

- Numbers (counting, comparing, recognising numerals)
- Shape, space, and measure (patterns, size, time, length)
- Number songs and games (e.g., 'Five Little Ducks', dice games).
- Practical, hands-on maths using real objects for counting, sorting, and problem-solving.
- Maths-rich environments: number lines, shape hunts, puzzles, and construction areas.
- Daily routines: using maths in everyday situations (e.g., how many children having lunch, days of the week).
- Focused maths activities linked to children's interests.

Understanding the World (UTW)

- People and communities
 - The natural world
 - Past and present
 - Exploration and investigation: sensory trays, growing plants, using magnifying glasses.
 - Celebrating different cultures: festivals, food, clothing, and stories from around the world.
 - Visits and visitors: trips to local areas (e.g., farms, libraries), or inviting community helpers (e.g., firefighters).
 - Discussions about the past: talking about family events and history in meaningful contexts.
- ## Expressive Arts and Design (EAD)
- Exploring media and materials (paint, music, dance)
 - Being imaginative (role play, storytelling, design)
 - Art and craft areas with open-ended resources like paint, clay, collage, and recycled materials.
 - Music and movement: singing, dancing, playing instruments, and listening to different types of music.
 - Role play and small world: dress-up clothes, themed areas (home corner, shop, vet clinic).
 - Encouraging creativity: praising the process, not just the product, and allowing free expression.
 - Drama and storytelling: acting out familiar tales, puppet shows, and imaginative play.

Assessment

Purpose of assessment in EYFS to identify what a child knows, can do, and understands.

Observation-Based observations: Focuses on watching and listening to children in their play and interactions. This in turn

- Informs Planning: To tailor learning experiences that meet individual needs and interests.
- Tracks Progress: To ensure children are making progress towards the Early Learning Goals (ELGs).
- Identify Additional Needs: To spot any areas where extra support or intervention may be needed. Our assessments are inclusive. Reflecting the achievements of all children, including those with SEND or EAL.
- Allows us to share information: To communicate children's development with parents, carers, and other professionals.

We use formative assessment, making daily observations to track each child's development; this allows us to respond to their individual needs.

We use summative Assessment, making Periodic reviews that summarise a child's learning over time. For example...

Reception Baseline Assessment (RBA): Completed in the first 6 weeks of Reception (statutory).

EYFS Profile: Completed at the end of the Reception year, assessing against the 17 Early Learning Goals (statutory).