



EARLY YEARS FOUNDATION STAGE POLICY

Believe and Achieve

Believe in ourselves, those here to help us and God

Achieve our goals and celebrate success in every area of school life

*With God there is no limit to what you can do. There is no obstacle you can't overcome.
Through Him, all things are possible.' Matthew 19.26.*

This underpins our **Christian vision** statement at St Nicholas:

Our school is a happy place where everyone is valued, every child can thrive and reach their full potential and where we live out our Christian values celebrating the uniqueness of each individual.

Our **values** are: kindness, hope, perseverance and responsibility.

At St Nicholas School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Policy reviewed by:	Ruth Hammerson
Policy adopted by GB:	September 2024
Chair of Governing Body:	Lucy Parr
Headteacher	Rizelle Crouch
Policy review due:	July 2026

Introduction

The statutory Early Years Foundation Stage (EYFS) applies to children from birth to the end of Reception. It is a single framework for care, learning and development and gives children the broad range of knowledge and skills that provide the right foundation through school and life. Rich, stimulating and appropriate experiences will provide each child with opportunities to develop their skills, competencies and thinking to the best of their ability across all areas of learning.

The EYFS seeks to provide:

- **quality and consistency** so that every child makes good progress, and no child gets left behind.
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- **partnership working** between practitioners and with parents and/or carers.
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Overarching principles

- Every pupil 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**, in which their experiences fulfil their individual needs and where there is a strong partnership between practitioners and parents and/or carers.
- **Children** (including children with special educational needs and disabilities) **develop and learn in different ways and at different rates**.

The school aims to:

- make the child's first experience of school happy, positive and fun
- provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs
- provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond
- provide opportunities for children to learn through planned, purposeful play in all areas of learning and development
- use and value what each child can do, assessing their individual needs and helping each child to progress
- enable choice and decision-making, fostering independence and self confidence
- work in partnership with Parents/Carers and value their contributions; and
- ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, can experience a challenging and enjoyable programme of learning and development.

Parents as Partners

At St. Nicholas School we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families. We feel a successful partnership needs to be a two-way flow of information, knowledge and expertise and recognise that parents are children's first and most enduring educators and value their contribution.

We do this by:

- talking to parents about their child before their child starts our school during a home visit (if possible)
- inviting the children to spend time, two afternoons, with their teacher in the classroom before starting at school
- inviting all parents to two induction meetings during the term before their child starts school
- encouraging parents to attend consultation meetings in the first two terms to discuss their child's progress
- operating an open-door policy, whereby parents/ carers can come and discuss concerns and developments in an informal manner
- providing parents with a written report on their child's attainment and progress at the end of each school year
- supporting parents by sharing our approach to reading through Reading and Phonics workshops
- encouraging parents to come into the classroom for opportunities such as "Surprise Reader", gardening and reading.

Settling in

- All children are invited to spend two afternoons in Reception during the term before they start school.
- The EYFS teachers conduct home visits and/or visit the settings the children attend for their nursery education, talking to the child's key worker and interacting with the child.
- Each child will receive a transition booklet.
- A gradual, well supported induction of the various aspects of school life takes place. The children are introduced to the routines of school which require more conforming, socialising and directed learning situations than they may have experienced before, e.g. knowing to look at the teacher, to listen when others speak and that we sit and listen to stories.
- The routine of the school day is introduced slowly, especially those aspects which take the children away from their classroom environment, for example, P.E. and Assembly.
- There is also an opportunity for children to have a school lunch on the second induction afternoon.

Physical Contact with children

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons. For example, to comfort a pupil in distress (so long as this is appropriate to their age), to gently direct a pupil, for curricular reasons (for example in PE, Drama etc), in an emergency to avert danger to the pupil or pupils and holding a hand on a walk.

In all situations where, physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding
- the pupil's individual characteristics and history
- the location where the contact takes place (it should not take place in private without others present).

Staff use professional knowledge and judgement in situations involving physical contact with children and ensure that all physical interactions impart kindness and respect.

Behaviour in the Early Years

We follow a Therapeutic Approach to Behaviour. This means:

- We focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.
- We will listen to children.
- We expect everybody to speak to children with a positive tone.
- We acknowledge and label children's feelings to help them describe and understand how they are feeling.
- Routines in the Early Years are consistent and predictable. They will be supported visually. Where possible, children will be pre-warned and prepared for any changes in routine.
- We are aware that skills such as sharing and turn taking take time to develop and that children develop these skills at different rates.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now, and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'
- We are aware that problems may happen over and over before skills such as sharing and turn taking develop. Children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills by modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We encourage children to find their voice, to inform staff about upsetting incidents and to learn to say no.
- we use Widget and symbols to support all children to communicate their feelings and needs. We recognise that some children may not have the necessary language or find dealing with their own emotions, such as fear, anger, distress, difficult to regulate. They require sensitive adults to help them deal with these emotions and resolve issues.

Curriculum

The school's carefully structured curriculum is based on the Statutory Framework for the Early Years Foundation Stage. Appendix 1 sets out all the different elements that inform our curriculum and how it is implemented.

There are 3 prime and 4 specific areas of development.

Prime areas of development

Personal, Social and Emotional development involves helping children to develop a positive sense of themselves, and others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; to set and work towards simple goals; and to have confidence in their own abilities and to try new activities.

Communication and language development involves giving children opportunities to experience a rich language environment; enabling them to develop their confidence and skills in expressing themselves; and encouraging them to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement which includes fine motor skills specifically related to handwriting and gross motor skills, e.g. developing strength and balance and moving energetically. Children also learn the importance of physical activity, and to make healthy choices in relation to food.

Specific areas of development

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. They are also encouraged to retell stories and use and understand new vocabulary through a wide range of stories, non-fiction, rhymes and poems.

Mathematics involves providing children with opportunities to develop and improve their skills in subitising and counting, understanding and using numbers, recalling number bonds and exploring patterns within numbers, such as, even, odd and double numbers.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about the lives of people around them and in the past, places, religions and the natural world, making comparisons and identifying similarities and differences.

Expressive arts and design involve enabling children to explore and play safely with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Planning

At the start of the academic year, baseline assessment is used to inform the medium term planning for the second half of the autumn term. The data is analysed to identify next steps for learning, possible children that need targeted support, and experiences required in the continuous provision to extend and challenge the children. The children's interests are also incorporated into the planning process. The medium-term planning focuses on the skills and outcomes the children aim to acquire over the forthcoming term.

Objectives from the medium-term planning are fed into the weekly planning to ensure that the children's needs are met across the subsequent term. The weekly planning will outline opportunities for exploration in specific learning areas through adult-led learning opportunities and carefully structured play experiences to enhance the children's learning of the objectives taught in the adult-led sessions.

The learning environment is planned for both indoors and outdoors to encourage a positive attitude to learning. Provision for the prime and specific areas are available throughout the learning environment. The children make their own selection from the activities on offer as this encourages independent learning. The choices made are

monitored and developed to ensure the children's individual interests are catered for. Our Progression of Skills document is attached at Appendix 2. This supports children to develop skills they have already, and ensures next steps are clear.

Observation and Assessment

Monitoring of each child will take place through regular observations, discussions, record keeping and planned assessment by the class teacher and teaching assistants. The monitoring and observations of children will inform staff of next steps for the children's learning.

At St. Nicholas School, we undertake assessment for learning. We analyse and review what we know about each child's development and learning and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process. Children's assessment is tracked so progress can be closely monitored.

In the EYFS two types of assessment are used:

Formative assessment:

This type of assessment informs daily planning and is based on continual observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations and other focused assessments e.g. sound/number, annotated examples of work, photographs, video and information from parents.

Summative assessment:

At the end of the Reception year the EYFS Profile is completed which provides information of a child's knowledge, understanding and progress. The Profile reflects the on-going observations and assessments which have been made during the year. Evaluations are made in each of the 7 areas of learning, assessing against the Early Learning Goals criteria. Each child will be assessed as either 'meeting expected levels', 'exceeding expected levels' or 'working towards expected levels (emerging)' in each of the 7 areas of learning. An end of year report summarising the achievements from the EYFS Profile is sent to parents.

The national expectation is for children to achieve a 'Good Level of Development' (GLD). At the end of EYFS GLD is when a child achieves 'expected; within all strands within the prime areas of learning as well as all strands within literacy and maths'. However, every child is unique. Some will exceed this expectation, while others may still be working towards it. Our aim is for all children to progress to their full potential (and at least make good progress from their relative starting points).

Safeguarding and Welfare

Child Protection

All staff in the setting are aware of the policy and procedures to safeguard children, including the actions they are expected to take and the need to follow the school's

safeguarding policy. The staff also follow the Government's statutory guidance 'Working Together to Safeguard Children'.

Health and Safety

We closely follow the Statutory Framework for the Early Years Foundation Stage. This ensures that we undertake regular risk assessments, employ "Suitable People", provide access to water, and have appropriate staff-child ratios. We also adhere to the Health and Safety Policy and Herts for Learning's Health and Safety Guidance.

Appendix 1 - What informs our curriculum? Everything we want children to experience, learn and be able to do;

EYFS Statutory framework 2021, Development Matters (non-statutory curriculum guidance), Early Learning Goals



Appendix 2

EYFS Progression of Skills: Construction & Small World Area

Key vocabulary: architect, architecture, develop, inspect, measure, connect, join, design, build, plan, improve, structure, space, resources, line up, stories, imagination, explain, share, movement, sounds, instruction, bricks, and shapes.

Progression			
Bricks	Stacking Lining up Playing alone / alongside others	Create structure for a purpose. Enclosing spaces for a purpose. Works cooperatively to share resources or create a shared outcome.	Designs elaborate structures. Collaborates with others. Joint planning, building and improving of structures. UW: Knowledge of buildings
Small world	Lining up Sorting Mimicking animal / vehicle sounds and movements. Naming animals / people. Playing alone / alongside others	Uses talk to pretend. Explains what is happening. Works cooperatively to share resources or create a shared outcome.	Using props to make up stories / narratives based on real and imagined experiences.
Construction	Links bricks together to create simple models. Share toys and materials	Build bridges and models purposefully. Follows simple instructions. Enclose for a purpose. Uses models in small world play. Works cooperatively to share resources or create a shared outcome. I can keep going when I am faced with a challenge.	Designs elaborate structures. Creates and adds own accessories and design features represent actual structure. Collaborates with others. Joint planning, building, and improving of structures. UW: Knowledge of the world links.

Literacy		Uses books about buildings/different materials to inspire.	
Communication and language		<p>I can talk about what I would like to make and what materials I need.</p> <p>Use new vocabulary</p>	<p>Link with storytelling and role play.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>
Maths	Count and subitise objects	Continue, copy and create repeating patterns.	<p>Estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p> <p>Use comparative language.</p>

EYFS Progression of Skills: Creative Area

Key vocabulary: Paint, colour, cut, draw, collage, join, weave, sew, print, art, colour mix, resources, effect, texture, snip, tear, lines, space, stick, glue, spreader, brush, overlap, squeeze, control, materials. Colours e.g. turquoise, sienna, violet emerald, garnet, crimson etc. Artists e.g. Kandinsky, Andy Goldsworthy, Giuseppe Arcimboldo

Progression			
Painting	Select materials, apron, paint brush etc. Explore paint and colour mixing. Uses hands, fingers, large paint brush.	Knows the names of tools and uses safely. Use a range of resources. Selecting own equipment.	Use techniques and colours for a purpose. Explore adding texture to paintings.
Exploring colour	Names and recognises primary colours.	Uses other colour vocabulary Explores different types of paint, e.g. poster, water, powder.	Making desired colours using colour mixing.
Cutting	Cut play dough and different types of paper, card etc. Snips in paper. Unconventional grip.	Correct grip to cut continuous lines and then curved lines.	Use scissors accurately, move paper around as cut.
Drawing	Simple mark making on different paper using pencil, pastel, chalk etc. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Talks about marks made.	Represents objects seen, remembered or imagined.	Selects appropriate media and techniques to achieve desired effect. Accurate drawing of people and objects using variety of methods
Collage	Uses cutting, sticking to explore different materials from collage resources. Beginning to be interested in and describe the texture of things.	Overlaps and overlays to create different effects.	Select and combine a variety of art techniques.
Joining	Glue using fingers and glue stick. Wrapping masking tape. Can use tape dispenser.	Use PVA glue with a variety of spreaders. Uses other methods of joining, e.g. paper clips, elastic bands and stapler. Adapts choice of joining when	Experiments with other methods e.g. hole punch and treasure tags / string, staplers. split pins, make glue, stitch, Demonstrates gluing techniques to other

		unsuccessful.	children.
Weaving/sewing	Handles and manipulates materials such as thread cotton, wool, raffia and ribbon.	Threading cards and beads.	Simple weaving with string wool through a stiff card loom using straight stitches.
printing	Use pre-made stampers to print. Print using hands and fingers.	Uses stencils to create rubbings. Print using found materials.	Select objects with a purpose in mind. Uses taught techniques to create own stamps.
Communication and language	I can talk about my creative intentions.	I can use new vocabulary, e.g., colours, types of materials and techniques.	I can link creative work to storytelling and role play.

EYFS Progression of Skills: Investigation Area

Key vocabulary: senses, hear, feel, smell, touch, see, natural, light, float, sink, melt, freeze, weather, change, environment, animals, plants, minibeast, draw, observe, summer, winter, spring, autumn and compare.

Progression			
Explore/notice	Curious and enjoys freedom to touch, smell and hear the natural world around them.	<p>Use a range of equipment such as magnifying glasses, binoculars and bug pots to look closely.</p> <p>Talk about what they notice.</p> <p>Goes outside and makes simple observations of the natural world.</p>	<p>Observe and interact with natural processes, such as ice melting, a sound causing a vibration,</p> <p>Can suggest ways in which we can care for the natural world.</p> <p>Can share observations made of the changes in weather and the seasons.</p> <p>Can share how animals behave differently in the different seasons and weather.</p>
Identify	Can communicate their observations e.g. look a bug.	Engages for an increased length of time in conversations about what they have noticed.	<p>Engage in conversations about what they noticed about the environment.</p> <p>Can name animals and plants they are likely to see</p> <p>Use new vocabulary to explain their observations</p>
Compare	Will listen to a story that teaches them about the natural world.	Can draw on what they already know to make simple comparisons.	<p>Can talk about contrasting environments within both their local or national region.</p> <p>Can use the vocabulary needed to name specific features of the natural world, both natural and man-made.</p> <p>Draw on knowledge from stories, non-fiction texts, maps etc.</p>
Predict	<p>Will listen to a story that teaches them about the natural world.</p> <p>Can answer simple questions.</p>	Beginning to make simple predictions of what might happen, change or how something works.	Makes suggestions as to what might happen or why something has happened e.g. why the ice has melted.
Record	Able to record on a simple form e.g. a tally sheet.	Will record when suggested by a grown up.	After close observations, records observations made independently e.g. making a tick sheet of what they have observed.
Research	Will listen to a story that teaches	Will engage with a grown up when they suggest looking in a book or on the internet to find out	Suggests how they can find out more information.

	them about the natural world.	more about a topic. Will investigate a wider area to find out more about what they have observed e.g. look under logs to find different minibeast.	Asks questions to deepen understanding. Shares their new knowledge with others.
Linked maths		Count and subitise objects	Estimate, measure, weigh and compare and order objects and talk about properties, position and time. Use comparative language.

EYFS Progression of Skills: Mud kitchen and Sand Area

Key vocabulary: sieve, fill, empty, heavy, light, dig, mould, mix, combine, design, share, observe, explore, tools, textures, collect, whisk, mash, stir, build, bricks, logs, stories, natural resources, pour and observe.

Progression			
Digging	Explore the outside area independently, by using their senses. Curious and enjoys freedom to touch, smell and hear the natural world around them.	Use a range of equipment such as magnifying glasses, binoculars and bug pots to look closely. Talk about what they notice. Goes outside in all weather and makes simple observations of the natural world.	Combine digging, moulding and other open-ended resources for specific design purposes.
Mixing/stirring	Can communicate their observations	Engages for an increased length of time in conversations about what they have noticed.	Mixing textures using different tools. Has a purpose e.g. potion / perfume.
Building	Will listen to a story that teaches them about the natural world.	Can draw on what they already know to make simple comparisons.	Explore / articulate scientific concepts e.g. explore how many spades of water is needed for the perfect sandcastle.
Linked writing		Make marks.	Write about the creation – make a poster, recipe, story or letter.
Linked maths		Count and subitise objects. Continue, copy and create repeating patterns.	Estimate, measure, weigh and compare and order objects and talk about properties, position and time. Use comparative language.
Communication and language	Talk about and identify patterns around them. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Shows the ability to listen to information or instructions to learn. Can explain understanding by answering questions.	Remembers and uses new vocabulary. Uses complete sentences. Connects one idea or action to another using a range of connectives. Describe events in some detail eg, first I filled the jug then I thought about how many cups it would fill. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

EYFS Progression of Skills: Music and performance

Key vocabulary: experiment, change, high, low, long, short, tap, rhythms, beat, tempo, song, sing, dance, perform, work with, make up, create, movements, drums, piano, maraca, tambourine.

Progression			
Instruments	Play instruments with increasing control to express their feelings and ideas. Explores and learns how sounds can be changed. Taps out simple repeated rhythms.	Explores the different sounds of instruments. Knows the names of some instruments.	Experiments how to change the sounds made by instruments. Explore and engage in music making and dance, performing solo or in groups.
Singing	Create their own songs, or improvise a song around one they know. Sing the pitch of a tune sung by another person ('pitch match').	Sings to self and makes up simple songs. Begins to build a repertoire of songs.	Confidence to sing to others. Will perform and invite others to watch and join in. Work collaboratively with others. Sing in a group or on their own, increasingly matching the pitch and following the melody.
Dancing	Listen with increased attention to sounds. Imitates movement in response to music. Beginning to move rhythmically. Enjoys joining in with dancing and ring games.	Uses movement to express feelings. Creates movement in response to music. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	Will perform and invite others to watch and join in. Work collaboratively with others. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.
Communication and language	Pay attention to more than one thing at a time. Starting to learn rhymes. Able to talk about familiar books and tell a long story.	Sing a large repertoire of songs. Understand a question or instruction that has two parts.	Learn new vocabulary. Understand how to listen carefully and why listening is important. Articulate their ideas and thoughts. Learns new rhymes, poems and songs.

EYFS Progression of Skills: Playdough Area

Key vocabulary: roll, mould, squash, pat, press, pinch, bend, twist, squeeze, sculpt, push, feel, cut

Progression			
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Rolling	With hands	Use large rolling pins	Use small rolling pins Use thin sticks and select other objects.
Moulding/manipulating	Whole hand squashing. Use potato mashers, make balls, rolling, flattening and poking.	Use cutters, finger pinching.	Using tools like knives / picks to carve own shapes out of dough. Design e.g. tiles.
Filling	Use large containers, baking trays, muffin trays, ice-cream containers, bowls, buckets and tubs.	Use selection of equipment to fill	Use measurement vocabulary.
Cutting	Splitting up with hands.	Uses tools carefully and safely.	Using clay picks, scissors, skewers and straws.
Mark making	Use hands and fingers.	Use combs, large stamps, wheels, shells and animal dinosaurs etc.	Use knives, matchsticks etc
Picking up	Use hands	Use scoops and tongs.	Use chopsticks and tweezers.
Communication and language	I can talk about my learning/exploration.	I can communicate with peers to share equipment and to discuss processes.	I can use talk to link learning with topics, role play and storytelling.
Linked writing		Make marks.	Label creation.
Linked maths	Count and subitise objects.	Continue, copy and create repeating patterns.	Estimate, measure, weigh and compare and order objects and talk about properties, position and time. Use comparative language.

EYFS Progression of Skills: Role Play Area

Key vocabulary: imagine, story, characters, costumes, ideas, props, experiences, construct, pretend, share, play, puppets, clothes, home, family, friends

Progression			
Dressing up	Enjoys wearing ready-made costumes. Needs assistance getting costumes on. Show interest in different occupations. Explore different materials freely.	Shares resources. Compare and contrast characters from stories, including figures from the past. Creates own costumes using capes, clothing and materials. Uses ready made costumes in a narrative.	Explains own ideas for costumes liked from real or imagined stories. Makes costumes.
Deconstruction role play	Uses familiar items as part of pretend play. Choose the right resources to carry out their own plan. Play with one or more children, extending and elaborating play ideas.	Cooperatively plays using talk to explain and share ideas. Uses open ended resources e.g. boxes and tubes. Unfamiliar items during play e.g. packing for a holiday, going to a café or fantasy. Uses provocations (books, pictures, props etc).	Creates own props for roleplay. Collaborative and imaginative. Uses talk to develop and elaborate ideas.
Puppets	Uses puppets to re-tell known stories. Select and use activities and resources, with help when needed. Explore puppets alone or with a friend.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Uses puppets to create own narrative or retell new stories from class. Work collaboratively with others.
Being imaginative	Mimics adults, home situations and superheroes. Uses props in a familiar way to re-enact familiar experiences either alone or with a friend. Make imaginative and complex 'small worlds' with blocks and construction kits.	Engages in imaginative role-play based on own first-hand experiences. Talk about members of their immediate family and community.	Watch and talk about dance and performance art, expressing their feelings and responses. Develop storylines in their pretend play. Create collaboratively, sharing ideas, resources and skills.
Communication and language	Use longer sentences of four to six words. Communicate but may use wrong tense. Understand 'why?' questions. Use talk to organise themselves and their	Understand how to listen carefully and why listening is important. Describe events in some detail.	Articulate their ideas and thoughts in well-formed sentences. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases.

	play: "Let's go on a bus... you sit there... I'll be the driver."	Listen to and talk about stories to build familiarity and understanding. Use language and ideas from stories I have heard.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Learn new vocabulary.
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EYFS Progression of Skills: Water Play

Key vocabulary: pour, empty, fill, measure, float, sink, stir, transport, move, funnels, sieves, care, count, whisk, pump, collect, more than, heavier than, splash, mix

Progression			
Pouring	Use hands.	Use jugs, bowls, buckets and bottles.	Use funnels and sieves with care and precision.
Filling and emptying	Use cups, bowls, jugs, buckets and hands.	Use ladles and spades.	Use pipettes and flat spoons with increased dexterity.
Measuring (UW/M)	Large vessels- filling / emptying. Use spoons. May compare size of bucket by height.	Counting how many cups fill. Which container takes most to fill. Sinking/floating. Starting to investigate/ understand.	Use measuring cylinders, select appropriate tools/ containers for size and articulate scientific concepts.
Sink / Float (UW)	Observe some items float and some sink.	Understand the scientific concepts of floating /sinking.	Articulates concepts, talk about the materials that sink/ float.
Transporting	Use the tap/ water butt to collect water. Dip small bucket into a water source. Explores containers of different shapes and sizes.	Use a water pump. Use guttering to transport water without losing any. Pretend scenario e.g. putting a fire out.	Works collaboratively to move water without losing any. Communicates and makes adaptations. Shows care and precision. Articulates scientific knowledge e.g. knows that water freezes and melts.
Communication and language	Use longer sentences of 4 to 6 words Communicate but may use wrong tense.	Remembers and uses new vocabulary. Begins to name items correctly.	Shows the ability to listen to information or instructions to learn. Can extend their thinking by answering questions. Connects one idea or action to another using a range of connectives. Describe events in some detail eg, first I filled the jug then I

		<p>Can explain understanding by answering questions</p> <p>Starts to build stories around toys in the water tray.</p>	<p>thought about how many cups it would fill. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>
Linked maths	Count and subitise objects	Use comparative language.	Estimate, measure, weigh and compare and order objects and talk about properties and position.