



EYFS Policy

Date discussed with Staff:	Date discussed with Governors:
Date ratified by Governors:	
Date for review:	
Signed:	Headteacher
Signed:	Chair of Governors



Early Years Foundation Stage Policy

Heygarth Primary School

2022-2023

'Learning and Achieving Together for Life.'

Revised Statutory Framework:

At Heygarth Primary School we follow the EYFS Revised Framework (2021).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Within this framework there are four guiding principles which shape our practice:

1. **Every child is a Unique Child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **Positive Relationships**.
3. 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.
4. Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

EYFS learning and development requirements:

Our curriculum encompasses seven areas of Learning and Development all of which are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

These are called the **Prime Areas**:

- **Communication and Language**
- **Physical Development**
- **Personal, Social, and Emotional Development.**

The remaining four areas help children to strengthen and apply the prime and are known as **Specific Areas**:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

Throughout their time in the Reception Year our children partake in an ambitious curriculum which is designed to ensure progress towards the end of Reception goals known as Early Learning Goals (ELGs) The descriptors for these can be found in the appendix.

Our Vision:

We envisage that the environment, in which the children will learn through play, will be of a high quality both indoors and outdoors and it will lend itself easily to children learning through curiosity, exploratory play, problem solving activities and risk-taking possibilities.

The EYFS team will work together to ensure that consistency and continuity of approach is evident from F1 through to F2 and beyond into Key Stage 1 in relation to the enabling environments and planning for teaching and learning. We will ensure that children are challenged at all times and encouraged to explore their environment with inquiring minds and imagination as individuals and that we as practitioners will embrace their diversity. We will strive to ensure that all continuous provision areas, both indoors and outdoors, are always well stocked with high quality resources that are naturally made wherever possible and to allow their use to be open ended and to act as provocations to set the children's imaginations free.

We will continue to make teaching of Phonics, Reading, Writing and Number a high priority daily and each area will be taught with a consistent approach and be regularly monitored, assessed and reviewed so that planning will be based on teacher led Next Steps as well around children's interests.

The Early Years Foundation Stage applies to children from birth to the end of the Foundation 2 year. At Heygarth Primary School children are admitted into Foundation 1 in the term after their third birthday and into Foundation 2 in the September following their fourth birthday. Early childhood is the foundation on which children build the rest of their lives.

At Heygarth Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

Aims & Objectives:

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

We will make sure that the EYFS curriculum offered:

- builds on what our children already know and can do;
- ensures that no child is excluded or disadvantaged;
- offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- provides a rich and stimulating environment;
- acknowledges the importance of a full working partnership with parents and carers.

We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential.

We will:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of every child;
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development;
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development;
- Enable choice and decision making, fostering independence and self-confidence;
- Work in partnership with parents/carers and other agencies;
- Ensure that all children have the opportunity to experience a challenging and enjoyable programme of learning and development.

At Heygarth Primary School we aim to ensure that:

- all children have a sense of 'belonging' to their class and to the wider school community.
- we provide a secure, supportive environment, which offers challenge and risk and allows children to try new things without fear of failure.
- the class rules (Heygarth Hippo's) set the boundaries for creating a caring atmosphere.
- adults speak to children and conduct themselves around the classroom in a manner that promotes an atmosphere of mutual respect.
- all teaching staff are available in and around the entrances to welcome the children and their carers at the beginning and end of each session/day
- as children enter the setting they self-register and carry out a familiar challenge e.g. 'Linked Provision' or reading a book which gets them ready for learning.
- all staff nurture the children as independent life- long learners.

As previously outlined our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

Weaving throughout the EYFS curriculum at Heygarth Primary School are:

The three **Characteristics of Effective Learning:**

Playing and Exploring - children investigate and experience things, and 'have a go'

Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

Keeping Safe

It is important to us that all children are 'safe.' We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See whole school Safeguarding Children policy)

At Heygarth Primary we understand that we are legally required to comply with certain welfare requirements as stated in the Revised Statutory Framework for EYFS 2021.

We understand that we are required to:

- Promote the welfare and safeguarding of the children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs. (See Behaviour Policy)
- Ensure all adults who look after the children or who have supervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Maintain records, policies and procedures for safe efficient management of the setting and to meet the needs of the children.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.

Collection Procedures

Children are brought to and collected from the allocated Gate (Gate C) at appropriate times. Access for late arrivals/early collections (F1/F2) is through the school office only. Access to the Foundation Stage area is only available at 8.45 am, 11.45 am, 12.30pm and 3.20pm. It is the responsibility of the F1/F2 staff to open and lock the school gates at 9:00 am. At lunchtime the gate is opened by a member of the Foundation One staff at 11:45am and locked once all children have left. It is then re-opened at 12:30 pm and locked at 12:35pm to allow the afternoon F1 children to arrive.

It is the class teacher's responsibility to ensure all children are released into the care of a parent/carer or a named adult. Parents/carers are given strict guidance of the procedures in the Foundation Stage information booklet. Children are called one at a time and are seen to Parents/Carers.

Teaching Assistants (where available) support the class teacher ensuring that all children remain under our care until called by the class teacher and released to an adult.

Health and Well-Being

At Heygarth Primary we aim to protect the physical and emotional well-being of all children. We do this through:

- Putting into place routines to support children's growing understanding of personal hygiene;
- Being a health promoting school and ensuring a continual focus on emotional well-being, healthy eating and physical activity;

Health and Safety

At Heygarth Primary there are clear procedures for assessing risk (see whole school Health and Safety Policy) which involves procedures for keeping children safe during educational visits. An annual risk assessment is conducted of the EYFS (see risk assessments) and in the Staff Handbook, Safeguarding and Child Protection Policies, there is detailed information and procedures to ensure the safety of the children. Risk assessments for new resources or activities are completed as necessary.

Intimate Care:

Intimate care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. We actively encourage parents to start helping their children become independent with these tasks as soon as they start in Foundation 1. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff and parents work in partnership to give the right support to an individual child. See separate policy.

In line with the EYFS statutory framework, at Heygarth Primary School we ensure that we adhere to the following:

- A whole school medicine policy
- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required
- Each classroom has a designated area for snack.
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy).
- All staff are first aid trained with the relevant amount holding the Paediatric first aid certificate .
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting.

Positive Relationships:

Parents as Partners

Parents/carers are children's first educators; we are committed to working in close partnership with them in order to enable each child to achieve his/her potential.

We seek to maintain an effective partnership between home and school by:

- Demonstrating that we value and respect the role of the parents/carers as the first educators by listening to accounts of their child's development and any concerns and aspirations they have;
- Ensuring that parents/carers are provided with information prior to admissions enabling them to feel confident about the transition process;

- Welcoming parents/carers into the classroom to support and enrich the learning opportunities provided;
- Holding regular workshops
- Ensuring parents/carers are informed about the curriculum and school life through termly newsletters, displays, Twitter and the school website;
- Sharing information regarding their child's progress and achievements each term and how parents/carers can support the next stage of learning;
- Operating an 'open door' policy, whereby parents/carers can come and discuss concerns and developments in an informal manner with their child's key person;
- Encouraging parents/carers to share their children's experiences and achievements through reading records and on the class Twitter page;
- Providing information session and booklets to strengthen parents/carers understanding of how to support their child at home.
- Providing a quiet and confidential area where parents/carers are able to discuss any concerns

The Key Person

At Heygarth Primary every child is assigned a key person who helps them to become familiar with the setting and to feel confident and safe within it. They meet the individual care needs of each child and respond sensitively to feelings and behaviour. Parents/carers are provided with information about their child's key person and their role in supporting their child to become confident and independent within the setting.

The role involves:

- Spending time with children developing a genuine bond;
- Creating meaningful records of the child's development/progress and sharing them with parents/carers. (This responsibility is shared with the class teacher in F1/F2)
- Responding to observations and supporting children as necessary. (This responsibility is shared with the class teacher in F1/F2)
- Responding to the children's interests and attainment to plan and support appropriate next steps.

Enabling Environments:

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned purposeful continuous provision.

Effective learning builds and extends upon prior learning and following children's interests. Planning is informed by observations of the children to ensure we follow their current interests and experiences. Play based learning is paramount and children direct their own learning from opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development:

In Heygarth Early Years the curriculum is provided as follows:

Foundation One the curriculum is provided by a teacher and supported by a level three teaching assistant with a maximum of 26 children in each session.

In Foundation Two there are two classes in an open-plan classroom each led by a teacher and supported by a shared teaching assistant(s).

There are seven areas of learning and development that must shape educational programmes in Early Years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the prime areas, are:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development.**

Staff must also support children in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- **Literacy;**
- **Mathematics;**
- **Understanding the World;**
- **Expressive Arts and Design.'**

EYFS Statutory Framework 2021

Planning:

Baseline Assessment

Through observation and assessment, including information provided by parents/carers and previous settings a baseline for each area of learning is established. This is moderated rigorously both in-house and within inter-school moderation. The analysis of the cohort then feeds into the EYFS action plan and influences the purchase of resources.

The National RBA is completed within the first 6 weeks of a child entering F2.

Long Term Planning

At Heygarth Primary we create a long-term map which meets the specific needs of the cohort. The gaps and strengths of the cohort are analysed at the end of each term and the plans adjusted accordingly - these are skills based.

Medium Term Planning

The medium-term plan addresses the needs of the core group of children within the class. This is then tailored to the needs of specific groups of children. This plan is skills based.

Short Term Planning

At Heygarth Primary we use an objective led planning approach and Planning in the Moment. Planning and adult-led/guided activities at Heygarth Primary reflect the way in which the children learn.

We support and develop the children in using the:

"Three Characteristics of Effective Learning."

These are:

- **Playing and Exploring:** children investigate and experience things, and 'have a go';
- **Active Learning:** children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **Creating and Thinking Critically:** children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Assessment:

Reception Baseline Assessment:

<https://www.gov.uk/guidance/reception-baseline-assessment>

Ongoing assessment is an integral part of the learning and development process. Assessments are based on practitioner's observations of child-initiated and adult-led/guided activities. We analyse and review what we know about each child's development and learning and then make informed decisions about their progress. This enables us to plan the next steps to meet their development and learning needs.

Formative Assessment

This form of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests, specific needs and learning styles. At Heygarth Primary this is done through:

Anecdotal observations to be recorded as short notes. Each note contains a description of what was observed including children's speech, whether the observation took place indoors or outdoors and the group size. Practitioners also identify the characteristics of learning observed. It is then referenced to the Learning Outcomes.

Observations from objective led activities are recorded on OLP formats, practitioners then highlight the objectives achieved and the next steps in the children's learning.

Pieces of child-initiated work are dated with a brief explanation of the context written on.

Objectives achieved and next steps are identified also and this work is stored in the child's Learning Journey File. (Work may be photocopied so that the children can take it home.)

Judgements are moderated regularly as a team and at inter-school moderation meetings. Each term, practitioners make a best-fit judgement from observations in relation to the Learning Outcomes. This is done in September to establish a baseline and then at the end of each term.

Termly tracking is completed recording if a child is on or off track. This informs the planning for the next term, highlights strengths/weaknesses of individuals and the cohort and ensures all children are making at least typical progress. All EYFS teaching staff analyse and interrogate their class data and discuss their findings with the EYFS lead during termly Pupil Progress meetings.

Summative Assessment

During the final term in Foundation 2 the EYFS Profile is completed for each child. It provides parents/carers and staff a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels and their readiness for Year One. The EYFSP includes on-going observation, all relevant records held, discussion with parents/carers and any other adult who offers a relevant contribution.

Each child's level of development is assessed against the Early Learning Goals. The profile indicates whether the children are meeting expected levels of development or are still working towards them ('emerging.'). The profile and characteristics of learning commentary are shared with parents along with their end of year report. They provide a dialogue for transition between Foundation 2 and Year One detailing each child's stage of development and learning needs.

Practitioner's judgements are moderated within the Foundation 2 staff, with Year One staff, at inter-school moderations and LA cluster meetings.

Transition:

***See separate Transition policy**

Foundation 1 - 30 hours:

From September 2017 the Government have been providing 30 hours free childcare for working parents of 3 & 4 year olds.

Here at Heygarth Primary School we offer up to 12 x 30 hour funded places as from September 2020. (negotiable)

- Children who take up a 30-hour funded place will attend F1 (Nursery) for 5 days per week and have their lunch at school.
- The school day will run from 8:45 am - 3:30pm with a break for lunch.
- Only packed lunches are permitted (there will not be a facility for a hot lunch).
- Children will receive free milk and fruit each day.
- Children will remain in the F1 setting for the day (except during their lunch break).
- Children will be able to have a rest in the afternoon, if they need to.
- Children will access provision throughout the day supported by EYFS staff.
- Children will access teacher-led sessions for phonics, literacy and maths when appropriate
- Children will have access to the outdoors each day. (including our Forest School area - once a week)
- Places will be reviewed every term in line with the Government's eligibility criteria.
- If funding eligibility changes, a child's place will be carried on for a period of grace as set out in the Government's criteria.

**See separate policy.*

Monitoring and Review

It is the responsibility of all EYFS practitioners to follow the principles and procedures stated in the policy.

Teaching and learning will be monitored by the EYFS lead and the Senior Leadership team.

Inclusion

At Heygarth Primary School we value the diversity of individuals and all are treated fairly regardless of race, religion or ability. In our school we believe that all children matter and they are given every opportunity to achieve their best. We do this by considering the children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of all children. We do this through:

Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;

Using a wide range of teaching strategies based on children's learning needs;

Providing a wide range of opportunities to challenge, motivate and support children and to help them learn effectively;

Providing a safe and supportive learning environment in which the contribution of all children is valued;

Using resources which reflect diversity and are free from discrimination and stereotyping;

Rigorously monitoring children's progress and acting to provide support where necessary.

Appropriate steps are taken in accordance with the school's SEND and inclusion policy.

Considering contributions from a range of perspectives to ensure that any child with SEND is identified at the earliest possible opportunity. Within Heygarth Early Years this will be when the children enter F1.

We recognise that supporting access to a play-based curriculum for all EYFS pupils is crucial.

The range of needs include those for whom language and communication difficulties are the result of sensory or physical impairment; for some, English may be an additional language requiring additional support; pupils may have a speech and language delay, impairments or disorders, Global development delay or ASC. Other difficulties in communication/interaction may have arisen from a disrupted education through illness or early childhood trauma.

At Heygarth we ensure that we are aware of barriers to learning and we endeavour to meet the needs of all pupils in our school.

Equal Opportunities

All teaching and non-teaching staff at Heygarth Primary School are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstance, have access to the curriculum and make the greatest possible progress and achievement.

Role of the Subject Leader

At Heygarth the EYFS leader uses research to keep up to date with developments in pedagogy within EYFS. This helps to ensure that there is a deep understanding of the best ways to

deliver the EYFS curriculum to ensure that all 7 areas of learning are delivered effectively from birth to 3 to Early Learning Goals

The leader can identify issues in EYFS teaching and address through appropriate CPD for all staff. The EYFS leader has a secure knowledge of, and is able to apply and model a range of, teaching methods suitable for teaching across all ages and stages in EYFS.

Role of Governors

The role of the link governor for EYFS is based on trust, openness and transparency. They know the school well. They will support the monitoring of Early Years, ask questions for clarification or explanation and challenge.

Conclusion

It is the responsibility of all EYFS staff at Heygarth Primary School to share the love of learning in Early Years and to model the exploratory, risk taking play in the everyday lives of the children.

The Impact

The EYFS will be an exciting, engaging, imaginative, play based, well planned, supportive and organised place to learn.

Children will become confident, competent, independent, risk taking individuals who will have a firm foundation on which to build on for their future learning and will be prepared for life with the understanding of how to be safe, happy, respectful and valued.

Appendix:

1.

The Early Learning Goal Descriptors

Communication and Language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

ELG: Fine Motor Skills

- Children at the expected level of development will:
- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate - where appropriate - key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

- **ELG: Numerical Patterns**
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- **Understanding the World**
- **ELG: Past and Present**
- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- **ELG: People, Culture and Communities**
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and -when appropriate - maps.
- **ELG: The Natural World**
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- **Expressive Arts and Design**
- **ELG: Creating with Materials**
- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.
- **ELG: Being Imaginative and Expressive**
- Invent, adapt, and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and - when appropriate - try to move in time with music.

EYFS Policy written by: Louisa Blake

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