



Policy Document: *Policy Statement on EYFS*

Policy Statement on Early Years

Learning Together, Learning For Life.

Links to Visionary Statement

We aim to

- keep children's learning at the heart of our thoughts and actions
- provide the opportunity for all our children to achieve academic excellence within a broad and balanced curriculum
- create an ethos which nurtures creativity, self-belief, independence and a sense of respect for other
- ensure that our schools are happy, safe, supportive and secure places in which to learn
- create a stimulating learning environment
- develop strong and productive partnerships with parents and the wider school community
- have high expectations in all areas of school life
- prepare children for the future

Agreed and Signed on behalf of the Full Governing Body.....

Date:.....

Next Review:.....



Policy Document: *Policy Statement on EYFS*

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

At Paulton Infant School our aim is to provide a happy, stimulating environment where every child will be given the best possible opportunities to achieve their full potential. We regularly reflect on our provision and practice and work as a team to nurture and engage the children in our care.

Policy Document: *Policy Statement on EYFS*

Intent

Maslow's Hierarchy of Needs

To nourish wellbeing and connection: In order for children to be in a position to learn and thrive, they first need to have their basic needs met. Maslow's Hierarchy of Needs demonstrates this concept clearly. We want our children to progress from the EYFS feeling safe and secure in the school environment and feeling positive about themselves. The Reception Year is a fundamental time for children to develop connections beyond their immediate home and family. They form connections to other adults; their peers; the learning environment and the natural world. We believe that developing these strong connections gives children firm foundations for the beginning of their academic lives. *We want children to think:*



I value myself, I take care of myself and I can celebrate me and my achievements. I belong to a community beyond my family. I am a valuable member of my community. I contribute to my community and I matter to them.

I can listen to others and I can take turns. I can connect with others and feel good about this. I can use words to sort out problems with other people. I treat other people with respect. I deserve to be treated with respect by other people. I value others, I take care of others and I can celebrate the achievements of others.

To equip children with core skills: As children enter Year 1 and begin to access the national curriculum, they need to draw on core skills in reading, writing, oracy and numeracy. We use a range of strategies including regular assessment and targeted support to ensure as many children as possible have a strong foundation in these core skills. *We want children to think:*



Policy Document: *Policy Statement on EYFS*

I love listening to and telling stories. I can read and write simple sentences. I have a deep knowledge and understanding of numbers 1-10. I am excited about moving to Year 1.

To engage children in learning: Our children are excited about learning and we encourage children to set their own challenges while accessing continuous provision. We encourage them to notice the world around them, ask questions and identify similarities and differences. We support children in investigating the world with tolerance and respect. We have carefully developed a curriculum centred around a range of quality texts which incorporate rhythms of nature and selected significant cultural events. *We want children to think:*

I value my surroundings, I take care of my surroundings and I contribute to my surroundings. I understand that the world is full of differences. Not everybody in the world looks like me or lives like me and that is a good thing. I appreciate nature and treat it with respect.

To empower children through metacognition: We show children that they are capable human beings who can work towards and achieve goals. In Reception, children are 'learning to learn' and we encourage them to take risks and learn from mistakes. They learn the benefits of collaboration, resilience and problem solving. *We want children to think:*

*I am capable of doing things on my own. I am competent. If I can't do something I just can't do it **yet** and with practice, I will get better and better. I keep trying when things are tough and I am resilient. I know what to do when I am stuck and I can ask for help when I need it.*

I can recognise different emotions that I and others may feel. I am beginning to manage my emotions. Everybody feels a range of different emotions and this is good and healthy. I am in control of my behaviour and actions no matter what I am feeling. I make good choices.



Policy Document: *Policy Statement on EYFS*

Implementation

A range of logistical and pedagogical factors play a role in how we implement our curriculum.

Structure of the day

The structure of a typical day develops significantly over the course of an academic year. The needs of children just a few weeks into September are quite different to the needs of children in July. Over the course of the year, we increase the level of independence with which children approach activities and increase the lengths of time which children are expected to focus.

A snapshot of a typical day in January

8:40	Nurture time
8:55	Register
9:00	Movement - whole class activity
9:05	Phonics - Whole class teaching
9:35	Reading and writing practice - adult led, adult supported and independent
9:55	Snack Whole class story or other literacy/language activity
10:15	Challenge Time: Continuous Provision
11:30	Whole Class reading a decodable book
11:40	Individual reading from book bags
11:50	Poetry, singing and rhyme time - whole class
12:00	Lunch
1:15	Register and calm mindful time
1:25	Maths - Whole Class Teaching
1:45	Challenge Time: Continuous Provision
2:30	Story
2:50	Recap learning
3:00	Home time

Nurture Time

As wellbeing and connection are so important to us as a school, we dedicate the first 15 minutes of the day to their pursuit. Adults are available to interact with children, to check in with them and to support with any difficulties they may be having. By setting aside this time at the start of the day, we are prioritising Personal, Social and Emotional Development and Communication and Language skills while developing connection and a sense of belonging. By giving children a gentle start to the day with initial low demand they are ready to learn when we start academic learning at 9. A small snack such as raisins or a bread stick is offered to ensure children are starting the day fuelled to learn but also to encourage connection through the sharing of food.



Policy Document: *Policy Statement on EYFS*

The role of the adults: to interact, connect and to help children feel valued, safe and secure.

Whole Class Teaching

Shared input sessions are taught to the whole class for phonics, maths and communication, language and literacy. Throughout the year these build to include other subjects too. Core skills and knowledge are taught to the class as a whole so that all children have exposure to the same material and opportunities for learning. Anyone identified as needing extra support is offered additional opportunities to practise the new learning. Whole class input sessions might be facing the board or in a circle. They often include opportunities for partner talk or other moments of collaboration.

The role of the adults: to select a learning objective and teach new knowledge/skills to move children's learning forward. To identify children who need extra practise. To offer support so teaching is accessible to all children.

Adult Led Focus Groups and One to One Learning Opportunities

Opportunity to practise with adult guidance allows new skills to be honed. By working alongside a skilled practitioner, children can be offered personalised levels of support. Practitioners have good knowledge of skills progressions and can spot when children need additional scaffolding or when they are ready for learning to be extended. By working in small groups or one-to-one, immediate feedback is possible. As children become more confident with a skill and become more 'expert' learners, they benefit from working increasingly independently.

The role of the adults: to model, support and scaffold where appropriate. To extend children's learning and offer extra challenge where appropriate. To offer feedback to children and identify next steps.

Challenge Time

Because children learn through play, a large part of our curriculum is delivered this way. We believe children learn best from activities and experiences that interest and inspire them. 'Challenge Time' in EYFS at Paulton Infant School describes the time when children can choose their own learning. The name 'challenge time' communicates to the children that they are learning when they play and to encourage them to show resilience when they come up against challenges. We provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own.

They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. During Challenge time, children can access provision within their classroom or in our shared outside area. Our children can access outdoor learning during challenge time in the morning and the afternoon. There is a mixture of continuous provision, enhanced provision and adult led tasks. Getting the balance right between child-initiated play and adult led activities is very important to us.



Policy Document: *Policy Statement on EYFS*

Continuous Provision

Continuous provision describes the parts of the environment that are always accessible to the children. For example: sand, climbing frames, large loose parts, maths resources, book corner, mark-making etc. Our continuous provision has been carefully planned to provide a range of learning opportunities covering all areas of the curriculum: Personal, Social and Emotional Development; Communication and Language; Physical Development; Literacy; Maths; Understanding the World; Expressive Arts and Design

Enhanced Provision

Enhanced provision refers to the enhancements we add in according to a specific theme or specific learning intention. For example: space collages, pumpkin dissection, leaf rubbings, making moon sand etc. We often respond to children's interests and adapt our enhanced provision accordingly.

The role of the adults: to model, interact and extend play. To observe learning through play and use observations to inform future provision and planning. To support children in keeping themselves safe and problem solving.

Daily Reading

Developing a love of reading is at the heart of our EYFS curriculum at Paulton Infant School. We know that to develop a love of reading, children need to experience the joy and excitement of sharing a good book as well as developing the mechanical skills to independently read.

Sharing stories: storytimes (when an adult shares a quality children's text) take place at least once and up to three times a day; throughout the year children build a bank of poems and rhymes that they know off by heart and perform together regularly; through 'helicopter stories' sessions, children have the chance to create, dictate and perform their stories with their class.

The role of the adults: to select quality texts to share; to read stories in an engaging way; to use expression and rhythm; to model clear articulation and good use of voice; to model performing and listening; to address misconceptions; to clarify new vocabulary.

Developing reading skills: Supporting children to learn to read is one of the most important roles we have as educators in Reception. We teach reading through systematic, synthetic phonics following the programme Unlocking Letters and Sounds. Early reading skills are practised regularly in order to become embedded. Some of the ways we develop these skills include: daily phonics lessons; daily whole class book bag reading; daily whole class shared reading from a decodable book; weekly individual reading; extra reading opportunities for identified children; regular assessment.

The role of the adults: to call on extensive knowledge of phonics to assess in the moment so children are supported where needed and extended when ready.

Curriculum Content

Reception follow the curriculum requirements as outlined in the [Early Years Foundation Stage \(EYFS\) Framework](#).



Policy Document: *Policy Statement on EYFS*

Overarching Principles

Our practice has been shaped by the four overarching principles for early years settings outlined in the EYFS Framework. These are:

- 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. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)

Seven areas of learning and development

The EYFS framework includes seven areas of learning and development, all of which are interconnected but are divided into Prime Areas of Learning and Specific Areas of Learning. The Prime 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 Prime Areas are;

- **Communication and Language** – Listening, Attention and Understanding and Speaking
- **Physical Development** – Gross Motor Skills and Fine Motor Skills
- **Personal, Social and Emotional Development** – Self-Regulation; Managing Self and Building Relationships

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

The specific areas are;

- **Literacy** – Comprehension; Word Reading and Writing
- **Mathematics** – Numbers and Numerical Patterns
- **Understanding the World** – Past and Present; People, Culture and Communities and The Natural World
- **Expressive Arts and Design** – Exploring with Materials and Being Imaginative and Expressive

Characteristics of Effective Teaching and Learning

The EYFS also includes the Characteristics of Effective Teaching and Learning. Reception teachers plan activities with these in mind. They highlight the importance of a child’s attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and ‘have a go’

Policy Document: *Policy Statement on EYFS*

- **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
- Our curriculum at Paulton Infant School has been developed with a number of factors in mind. These include the statutory requirements of the EYFS framework and a desire to build strong foundations in skills and knowledge ready for Key Stage 1. Our long term curriculum overview can be found on the EYFS page of our website. More detailed, individual subject progressions can be found on the curriculum pages of our website.

An Enabling Environment

“An enabling environment is a rich and varied space where risks are minimised and well managed, and children are protected from harm and abuse.” (Early Years Alliance).

In order to create an enabling environment, we offer a range of resources and activities, some of which are familiar to children (for example, a home corner role play or lego) and some of which are new to them (for example screwdrivers, or postcard writing).

We plan our indoor and outdoor areas carefully, thinking about how the children can move around the spaces. We plan for opportunities to develop in all areas of the curriculum. For example, some activities or areas promote communication and collaboration (among other skills) such as the role play area or the mud kitchen. Others promote gross motor skill development such as the climbing frame or large scale scrap play.

We review and adapt our provision over the course of the year to reflect the changing needs of the children as they develop and grow.

Within our environment, we provide quieter spaces so that children can be supported in their developing self-regulation and have places they associate with calm and nurture.



Policy Document: *Policy Statement on EYFS*

We are working towards developing an environment that is increasingly calm and features many natural resources. We want to avoid cognitive overload for children and create an environment that minimises distraction and supports children to focus. We value resources that lend themselves to open-ended play and promote imagination. As future opportunities arise to further develop and resource our areas, this natural, clean approach is our goal.



Assessment

Assessment takes a number of different forms in EYFS. Assessment for learning is part of our daily practice. This means, that as practitioners, we are constantly making assessments in the moment and we use these assessments to inform what we say/plan/provide/do next to support a child's learning.

There are also points throughout the year when more structured assessments take place.

In-school Assessments

As teachers, we informally assess throughout the year. We regularly assess attainment in phonics to measure retention of new sounds taught, blending to read and reading of common exception words. This is used to identify any children who may require extra support. Reading is also assessed weekly when adults listen to individual children and judge which book is best suited as the next read. Opportunities for independent writing increase over the year as children are encouraged to write on their own. Support continues to be provided for those not yet ready. Maths learning is assessed periodically after new skills and knowledge have been introduced.

Statutory Assessments

Reception Baseline: When children begin in Reception, we conduct the statutory Reception Baseline Assessment (RBA). You can find out more information about this assessment here [Reception baseline assessment: information for parents](#). While conducting these statutory assessments, we also make our own assessments to help us get to know the children and where they are in their development. This helps inform us how best to begin our teaching.

Early Years Foundation Stage Profile: The next statutory assessment point is at the end of the Reception year. At this time, class teachers assess each child against 17 Early Learning Goals (See Appendix i). Children are assessed as either meeting the level of development expected at the end of the EYFS (expected); or not yet reaching this level (emerging). This assessment is

Paulton Infant School

Last Updated: June 2022

Next Review: June 2025



Policy Document: *Policy Statement on EYFS*

referred to as the Early Years Foundation Stage Profile and a copy is included at the end of the year with each child's report.

Partnership with Parents and Carers

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting.

We use an app called 'Evidence Me' within the classroom to communicate with you the learning that is happening in school. We share general information about the specific skills and knowledge on which we are focussing and can also record achievements and special moments from your child's week. When your child starts school, we will let you know how to download and set up the app. We ask you to use this information to engage in discussion with your child about their learning. We also encourage you to add observations from home. Your child may like to share them with the class.

We encourage parents and carers to take an active part in their child's education. As well as inviting parents into school as part of transition, opportunities for involvement can include:

- Class assemblies to share our class's learning
- Registering as a school volunteer to support with reading, play, forest school, swimming and trips out
- Sports events
- Regular email updates
- 'Stay and Play' sessions
- We also provide a year group web page with termly updates
- Evidence Me

Inclusion and the Unique Child

At Paulton Infant School we recognise that every child is unique and that children develop in individual ways, at varying rates. We value the diversity of individuals within the school. All children at Paulton Infant School are treated fairly, regardless of race, gender, religion or skills. We give children every opportunity to achieve their best.

We do this by taking account of our children's range of life experiences and interests when planning for their learning. We aim to provide high-quality inclusive education for all children. This includes identifying needs and disabilities early on so that extra help can be provided and no child is at a disadvantage when accessing their learning.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of all of our children. We achieve this by planning to meet the needs of children with specific requirements; children from all social and cultural backgrounds; children working at a wide range of different levels of attainment and those from diverse linguistic backgrounds.

We firmly believe that behaviour is a form of communication. As stated in our behaviour policy:

Paulton Infant School

Last Updated: June 2022

Next Review: June 2025



Policy Document: *Policy Statement on EYFS*

"Sometimes young children find it difficult to use their words to express their feelings, we understand that we are one of the first settings for children away from home that children need to learn how to communicate their needs with others. Sometimes children use tools of communication that they have used earlier in life that are unacceptable within a school environment. We understand that children need time to learn skills are appropriate within our school and therefore have lots of strategies to support them when they are finding it difficult to make a successful choice."

Where it becomes apparent that a child may require additional support with learning or behaviour, class teachers will involve parents/carers in discussions on how best to help the child.

Learning to Learn - Metacognition

An important part of what we do in the first year of a child's schooling is to help children see themselves as capable human beings with the ability to learn. As a school we have a growth mindset and believe in not putting ceilings on children's learning. Some of the ways that we promote this include:

- Learning Gem Powers - we use different gems to represent a range of learning behaviours to support children to articulate how they are learning. The gems help children 'learn how to learn'
- We have removed the terms higher ability and lower ability from our vocabulary as a school and instead believe that all children have the 'ability' to achieve with the right support and practice - children may currently be working at different levels but this is not fixed or set and can be changed with hard work
- 'Yet' - if a child says that they cannot do something we say they just cannot do it **yet**
- We want to empower our children and promote independence wherever possible from cutting up a potato to thinking of what to paint. Where children need support, we give it, but as soon as children are ready, we encourage them to reach beyond their current level of attainment and have a go.

Policy Document: *Policy Statement on EYFS*

Impact

Our children leave EYFS having made good progress in all areas and the vast majority are ready for the KS1 curriculum. Where children need further support, EYFS teachers engage in detailed conversations with Year 1 teachers so that a smooth transition can take place and appropriate targets be set.

Intent	Impact
To nourish wellbeing and connection	<ul style="list-style-type: none"> • Children have formed strong relationships with adults and peers within the EYFS unit • Children feel part of the school as a whole • Children are excited about moving to a new challenge • Children have strategies to support them in self-regulation • Children ask for help when they need it • Children can name adults they can talk to if they need help
To equip children with core skills	<ul style="list-style-type: none"> • Children can read and write captions and simple sentences • Children have a deep understanding of numbers within 10 • Children can talk about their mathematical thinking
To engage children in learning	<ul style="list-style-type: none"> • Children can describe things they like about school • Children can talk about memorable experiences they have had in Reception • Children can question and predict
To empower children through metacognition	<ul style="list-style-type: none"> • Children know that they can learn something if they keep trying • Children can talk about some of the 'Learning Gems' and the learning behaviours they represent • Children are beginning to reflect on their work to check • Children access their environment independently and can make choices about what they do

The impact of the EYFS year is particularly evident when we observe our current cohort supporting pre-school children with transition activities in June and July. When we see a group of children with increased confidence and articulation supporting younger children with empathy, we can really see evidence of the journey they have made.



Policy Document: *Policy Statement on EYFS*

This policy should be read in conjunction with the following documents:

Child Protection and Safeguarding Policy

Intimate Care Policy

Admissions Policy

SEND Policy

<https://www.paultoninfantschool.co.uk/policies>

Long Term Curriculum Planning Overview EYFS <https://www.paultoninfantschool.co.uk/eyfs>

APPENDIX I

The Early Learning Goals

Area of Development	EARLY LEARNING GOALS
Communication and Language	Listening, Attention and Understanding <ul style="list-style-type: none">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.
	Speaking <ul style="list-style-type: none">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	Self-Regulation <ul style="list-style-type: none">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.
	Managing Self <ul style="list-style-type: none">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.



Policy Document: *Policy Statement on EYFS*

	Building Relationships <ul style="list-style-type: none">• 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	Gross Motor Skills <ul style="list-style-type: none">• 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.
	Fine Motor Skills <ul style="list-style-type: none">• 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, paintbrushes and cutlery.• Begin to show accuracy and care when drawing.
Literacy	Comprehension <ul style="list-style-type: none">• 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.
	Word Reading <ul style="list-style-type: none">• 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.
	Writing <ul style="list-style-type: none">• 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.
Maths	Number <ul style="list-style-type: none">• 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.
	Numerical Patterns <ul style="list-style-type: none">• 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	Past and Present <ul style="list-style-type: none">• 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.



Policy Document: *Policy Statement on EYFS*

	<ul style="list-style-type: none">Understand the past through settings, characters and events encountered in books read in class and storytelling.
	People, Culture and Communities <ul style="list-style-type: none">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, nonfiction texts and (when appropriate) maps.
	The Natural World <ul style="list-style-type: none">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	Creating with Materials <ul style="list-style-type: none">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.
	Being Imaginative and Expressive <ul style="list-style-type: none">Invent, adapt and recount narratives and stories with peers and their teacher.Sing a range of well-known nursery rhymes and songPerform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Policy Document: *Policy Statement on EYFS*

APPENDIX II

Gem Powers – The Learning Gems

Gem Power

Learning To Learn

To become strong and successful learners, we need to think about what we are doing in our learning and be able to talk about it. Giving our children the language of learning really helps them to move forward and engage in the learning process. Good learning will take children out of their comfort zone but not so much to make them panic.

Pearl Power

Telling the truth....

- I answer questions truthfully
- I own up to choices I have made
- I own up to mistakes I have made
- I am honest*

Help your child learn these skills at home

Emerald Power

Having A Go....

- I know it's ok to make a mistake
- I can ask questions
- I can try something in a different way
- I can pick myself up and try again*

Sapphire Power

Staying Focused....

- I ignore distractions
- I keep trying to get better and better at learning
- I can try something in a different way
- I can focus on my learning*

Ruby Power

Being Kind....

- I can listen to others
- I can help a friend
- I can celebrate someone else's success
- I am positive about myself and others*

Have you got the power?

Diamond Power

Solving a problem....

- I can plan my learning
- I can find the need to help me
- I can say what I have things I found out
- I am independent*

Amethyst Power

Working with my partner....

- I take turns with a partner
- I share with a partner
- I listen to someone else's idea
- I respect other people's thoughts*

Topaz Power

Reflecting and working with my group....

- I know what I am good at
- I can share my ideas in a group
- I can wait for my turn
- I like a challenge; I do something differently*



Policy Document: *Policy Statement on EYFS*