



Hopton Primary Early Years Curriculum and Learning Policy

Introduction

The Foundation Stage is about developing key skills such as listening, speaking, concentration, resilience, persistence and learning to work together and co-operate with other children. It also develops early communication, literacy and numeracy skills that will prepare young children for Key Stage one of the National Curriculum.

‘All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.’

Statutory Framework for the Early Years Foundation Stage, DfE 2025

The overarching aim of the EYFS, (DfE 2024), is about what children learn, as well as how they learn. Effective practice is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through adult-guided learning.

The guiding principles which shape our practice are grouped into four distinct but complementary themes as identified within the EYFS framework 2025:

- **A Unique Child;** observing how a child is learning and identifying next steps in their development, recognising that every child can be resilient, capable, confident and self-assured.
- **Positive Relationships;** what adults do to encourage independence and support learning, recognising that children learn to be strong and independent through positive relationships.
- **Enabling Environments;** what is provided to encourage independence, support learning and challenge thinking, recognising that when adults respond to children’s interests and needs, positive relationships and learning behaviours are formed.
- **Learning and Development;** assessing children and providing opportunities that recognises that children learn at different rates and in develop in different ways.



Our aims for the Foundation Stage are:

- To make the child's first experience of school, happy, positive and fun;
- To ensure breadth of balance in the curriculum through carefully planned adult input and sensitive interaction using the Early Years Foundation Stage Practice Guidance, while having regard for the skills and attitudes the Key Stage one National Curriculum will demand;
- To encourage parents to become partners with the school in the education of their children;
- To provide a curriculum firmly based on active learning to meet the needs of the individual child;
- To foster love of learning, enquiring minds and the ability to discuss, adapt and negotiate;
- Children will be helped to develop self-control and to respect the feelings, needs, culture and abilities of others
- To foster our core school principles of 'Respect, Effort and Honesty'.

Consultation

The author of this policy is Katrina Bates, Early Years Foundation Stage Leader. The EYFS practitioners of Hopton Primary School were consulted on the content to ensure all are in agreement of its application.

The policy was ratified by the Senior Leadership Team and the Governing Body.

Sources and References

- Early Years Foundations Stage profile: 2024 Handbook – GOV.UK
- Statutory Framework for the Early Years Foundation Stage 2025 – DFE
- Development Matters. Non statutory guidance for the Early Years Foundation Stage. DFE 2021
- Birth to five matters: non-statutory guidance for the Early Years Foundation Stage, developed by the Early Years Coalition, 2021.
- Learning through Play, Tina Bruce 2011, Hodder and Stoughton
- Can I go and play now? Rethinking the Early Years, Greg Bottrill, 2018, SAGE.
- Loris Malaguzzi and the schools of Reggio Emilia; A selection of his writings and speeches, 1945-1994. Routledge 2016



INTENT

At Hopton Primary School, we recognise that every child is unique. We understand that children develop in individual ways and at varying rates. We want our children to be independent and self-motivated learners, encouraging the children to adapt their work, think critically and take risks with their learning.

The Nursery and Reception classes follow guidance as outlined in the Development Matters, Early Years Foundation Stage (EYFS) document, which is available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf

This document defines what we teach and details the specifics of our setting and school.

The EYFS framework includes seven areas of learning and development, all of which are important and included in the curriculum taught. There are three prime areas, which are seen to underpin all of the basics and support the other more specific areas of the curriculum.

Prime	Specific
Personal, Social, Emotional Development - Making Relationships - Sense of Self - Understanding Emotions	Literacy - Reading - Writing
Communication and Language - Listening and Attention - Understanding - Speaking	Mathematics - Comparison -Counting - Cardinality - Composition -Sp. Awareness - Shape - Pattern -Measures
Physical Development - Moving and Handling	Understanding the World - People and Communities



- Health and Self Care	- The World - Technology
	Expressive Arts and Design - Creating with Materials - Being Imaginative and Expressive

Personal, Social and Emotional Development

This area focuses on self-regulation, managing self and building relationships. This is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning.

‘Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.’

Development Matters, DFE

2025.

Our objectives for Personal, Social and Emotional Development in the Foundation Stage are to:

- Enable children to feel safe, secure and able to trust the practitioners who work with them to provide a positive role model through what they say and do;
- Enable children to be confident, excited and motivated in their learning, recognising their inner strengths;



- Enable children to learn to respect themselves and others;
 - Enable children to build relationships and understand the importance of friendship and have a sense of belonging;
 - Respect children's culture and beliefs so that they develop a positive self-image;
 - Provide positive images that challenge children's thinking and help them to embrace differences in culture, language, ethnicity, religion, gender, disability and special educational needs;
 - Promote an understanding of acceptable behaviour and how to express feelings appropriately, developing ways to calm and regulate emotions;
 - Enable children to manage their personal needs independently, including looking after their bodies and healthy eating;
 - Develop children's understanding of how exercise, eating, sleeping and hygiene promote good health and well-being;
 - Enable children to select activities and resources independently;
 - Enable children to work alongside adults who respond to their learning needs and interests;
-
- Promote children's learning by planning activities and experiences with challenging but achievable goals;
 - Enable children time and space for problem solving, and to develop their own interests, setting themselves simple goals;
 - Promote trial and error, self believe, patience and persistence, allowing for all contributions to be valued.

Physical Development

This area focuses on the child's developing physical control, moving and handling, and health and self-care.

'Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.'

Development Matters Stage DFE 2025



Our objectives for Physical Development in the Foundation Stage are to:

- Provide a range of equipment and resources that challenge, are interesting and can feed the children's imaginations or support specific skills;
- Give children plenty of time to explore, experiment and refine movements;
- Have a safe, well planned and resourced learning environment which enables children to take manageable risks in their play;
- Build on children's developing skills to promote confidence and independence;
- Introduce the vocabulary of movement and words of instruction;
- Teach specific skills, such as ball skills and scissor control;
- Provide opportunities for regular physical activities indoors and outdoors;
- Offer a range of stimuli for movement, such as action rhymes, stories, music and props;
- Motivate children to be active through praise, encouragement, modelling skills and appropriate guidance;
- Provide opportunities that offer appropriate physical challenges encouraging persistence, practising new and existing skills and learning from mistakes;
- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills;
- Develop children's understanding of how physical movement promotes good health and well-being.

The Specific Areas of Learning and Development

Literacy

This focuses on comprehension, word reading and writing. Children are taught phonics throughout the EYFS.

'It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).'

Development Matters, DFE 2025.



Our objectives for Literacy in the Foundation Stage are to:

- Allow children to experience a wide range of print and possibilities for communication including non-verbal expression encouraging children to communicate their thoughts, feelings and ideas through a range of expressive forms, such as song, movement, role play, music and dance;
- Provide opportunities for children to speak and listen and present their ideas about their reading / writing through sustained conversations between children and adults, one to one and in small groups and with other children;
- Provide opportunities for children to see adults writing and for children to experiment with writing themselves through making marks, emergent writing and conventional script;
- Demonstrate the uses of reading and writing in everyday life;
- Promote the enjoyment of print, providing an environment rich with signs, symbols, notices, numbers, books, words, rhymes, pictures, music and songs taking into account different backgrounds, cultures and interests;
- Provide opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books;
- Have favourite books/stories/rhymes that children can refer to in their play;
- Help children to understand how text works;
- Develop a knowledge of letters and their sounds and tricky word spellings, enabling children to record their ideas as writing;
- Promote an interest in other languages and forms of communication, showing awareness of, and sensitivity to, the needs of children learning English as an additional language, writing systems other than English and communication systems such as Makaton and Braille.

Mathematics

This area focuses on learning through practical activities to develop a sense of number and numerical patterns. Whilst the development matters guidance makes reference to shape, space and measures, it is no longer an Early Learning Goal (ELG), at Hopton we feel that this area of mathematical development is important throughout the EYFS to develop an holistic understanding of mathematics.

‘Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that



children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.'

Development Matters DFE 2025.

Our objectives for Mathematics in the Foundation Stage are to:

- Encourage children to participate and discuss mathematical activities using mathematical terms;
- Approach number activities with enthusiasm and confidence;
- Enable children to initiate activities within a carefully planned environment that promotes and extends mathematical thinking;
- Help children to see themselves as mathematicians;
- Encourage mathematical development through careful intervention during play, e.g. I wonder if we have enough plates? How many pairs of socks can you find?
- Maintain enthusiasm and confidence when the recording of mathematics begins, valuing children's own methods of graphic and practical explorations;
- Plan a range of meaningful mathematical opportunities and provide a variety of resources to discover new words, ideas and concepts;
- Make good use of opportunities to talk 'mathematically' during play and group times, supporting bilingual children by valuing knowledge of problem solving, reasoning and numeracy in the language/communication system used at home;
- Develop children's thinking by showing an interest in methods;
- Encourage children to problem solve exploring number, counting and calculating;
- Consolidate and extend learning through fun games, stories, number rhymes, songs and imaginative play;
- Allow time for children to revisit, repeat and practise mathematical skills and knowledge;
- Ensure that mathematical resources are readily available both indoors and outside;
- Exploit the mathematical potential of outdoors, enabling children to discover things about shape, distance and measures through physical activity.

Understanding of the World

This area focuses on children's developing knowledge and understanding of their own environment, through learning about people, culture and communities, past and present and the natural world. It forms the foundation for later work in Science, History, RE and Geography.

'Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range



of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.'

Development Matters DFE 2025.

Our objectives for the Understanding the World in the Foundation Stage are to:

- Encourage children to explore, observe and describe practical experiences, experiment, predict and make decisions;
- Enable children to gather information by questioning, observing, talking to visitors and making visits;
- Encourage children to discuss their findings, describe experiences and speculate future findings, enabling children to rehearse and reflect upon their knowledge and to practice new vocabulary;
- Encourage children to investigate places, objects, materials and living things using all their senses as appropriate;
- Provide opportunities for children to be curious, enthusiastic, experimental, solve problems, pose questions, use reference skills, adopt appropriate language and be conscious about health, safety and hygiene;
- Teach skills and knowledge giving time for children to learn in depth, using correct terms;
- Use careful questioning to extend children's thinking and learning;
- Interact and support children by encouraging them and helping them to learn from their mistakes;
- Provide opportunities that help children to become aware of, explore and question, issues of difference in background, gender, ethnicity, language, religion and culture and in special educational needs and disability issues;
- Use parent's knowledge to extend children's experience of the world;
- Encourage children to respond to carefully framed open ended questions – "What would happen if.....? How can we?"

Expressive Arts and Design

This area focuses on the development of the child's imagination and her/his ability to communicate and express ideas and feeling in creative ways. It incorporates exploring and creating with materials. Creativity is fundamental to successful learning.

'The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary



and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.'

Development Matters, DFE 2025.

Our objectives for Expressive Arts and Design in the Foundation Stage are to:

- Provide a stimulating environment in which creativity, originality and expressiveness are valued;
- Allow children time to explore and experiment with ideas, materials and activities;
- Encourage children to express themselves using all their senses as appropriate;
- Interact with and support children in developing confidence and independence in making choices;
- Enable children to make their own choices;
- Value children's ideas and comments about how the arts make them feel;
- Provide resources from a variety of cultures to stimulate new ideas and different ways of thinking;
- Be sensitive to children's specific religious or cultural beliefs relating to particular forms of art or methods of representation;
- Encourage children to use appropriate vocabulary;
- Provide good quality resources and artefacts;
- Enable children time to explore, develop their ideas and see projects through to a satisfactory conclusion;
- Provide opportunities for children with specific needs to have access to artefacts and materials;
- Provide opportunities for children to work alongside artists and with creative adults.

Characteristics of Effective Teaching and Learning

Through regular interactions, we will discover children's interests and assess what children know. Also fundamental to our practice is to assess how children learn and reflect at different rates of development, adjusting practice appropriately to meet children's needs. This will be assessed using the Characteristics of Effective Learning which 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.'

Statutory framework for Early Years Foundation Stage DFE 2025.

Teaching and Learning Style

At Hopton Primary School we acknowledge that knowledge, concepts, skills and attitudes need to be considered when planning the curriculum. The knowledge we want the children to learn is acquired through the areas of learning and experiences offered. It is related to the development of the concepts, skills and attitudes the children will acquire within the curriculum. As the children begin to understand the world around them, they will begin to form concepts. We require the children to develop skills, which are related to the activities in the curriculum. The children require these as they participate in relevant activities, which enable them to learn. The environment and the adults around them will influence the attitudes that the children form. The Foundation Stage curriculum encourages positive attitudes to learning.

We acknowledge that within the Foundation Stage each child:

- Needs to develop a positive disposition to learning;
- Has a different rate of maturing;
- Has a range of different experiences, needs and interests;
- Is unique and must be respected as an individual.

We recognise that for young children to learn effectively they need:

- To feel safe and secure;
- To be able to learn at their own rate and through their own style;
- To be able to explore, experiment and discover resources and the environment through play;
- To have the time to revisit, repeat and practise;
- To be involved in first-hand experiences and problem solving;
- To observe and ask questions;
- To be interested, motivated and excited;
- To have quality interaction with practitioners who are able to support and extend their learning;



- To feel that all their efforts are valued;
- To be able to initiate their own learning, exploring areas of personal interest;
- To have opportunities to talk about their interests and experiences;
- To have parents and practitioners who work together to support learning.

We recognise that a range of approaches must be employed when delivering the Early Years Foundation Stage Curriculum. Such approaches will include:

- Well-planned activities, which challenge the children and actively bring them on in their learning, with as much 'hands-on' practical experience as possible;
- Direct teaching of skills and knowledge;
- Children teaching each other, using child 'experts' to impart their skills and knowledge to others and becoming more secure in their own abilities as they do so;
- Quality discussion in a variety of settings, between practitioner and whole class, smaller groups and individuals, and in role-play settings;
- Regular practise of basic skills and consolidation of routines;
- Practitioners encouraging children to plan and direct their own learning, giving many opportunities to explore their ideas and interests in depth, initiating activities and discussion with practitioners and other children;
- Practitioners who model a range of positive behaviour;
- Practitioners who use rich language, recognising that their model is the main way of teaching new vocabulary and developing linguistic structures for thinking;
- Practitioners who use conversation and carefully framed questioning to develop knowledge;
- Careful planning of the continuous curriculum to allow for learning opportunities;
- Observations that enable the identification of the next step in children's learning;
- Assessing children's development and progress, recognising a parent's role in this process.

We recognise that children learn at different rates and that within the unit the children will have a wide range of experiences and abilities. We therefore provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve



this through a range of strategies:

- Setting tasks that are open-ended and can have a variety of outcomes;
- Providing a range of resources to support tasks;
- Providing support in the role of an adult or another child;
- Grouping children by ability and setting different tasks for different ability groups if appropriate.

Play

We acknowledge the great importance of play, and active learning in the Foundation Stage. Play is totally absorbing, extremely serious and a natural desire for young children. The role of the practitioner is crucial for planning and resourcing a challenging play environment, supporting learning through play activity, extending and supporting spontaneous play and extending and developing language and communication during play.

‘Children need places to play, objects and materials to play with, time to play, and most importantly, people who help them to play. Well planned play leads practitioners to support and extend children’s play through their teaching – a powerful way of helping children learn in early childhood. Play helps children to make good use of their learning, so that they can use what they know to learn more.’

Learning Through Play, Tina Bruce 2011, Hodder and Stoughton.

We acknowledge that:

‘Real play is owned by the child. It is not necessarily planned. It has a more reactive element that has wildness and spontaneity at heart. It can’t be confined. It shouldn’t have constraints. It is a choice, it is vitality. Play is creativity, it is abandon. It is risk, collaboration, interpretation and reinterpretation. Its meaning is infinite and its importance cannot and must not be ignored.’

Can I go and play now? Greg Bottrill, 2018.

We believe that children arrive at school in Nursery or Reception class having had a range of experiences, bringing with them differing cultural capital, skills and prior knowledge. It is important to note that purely following the interests of children may narrow their opportunities, however, in order to support progression from their individual starting points, children’s interests are listened to and where appropriate are used as a driver for play supported by or guided by adults, leading to children extending their own play



Planning

Practitioners will do all they can to ensure that the children enjoy their Early Years Foundation Stage Curriculum. To ensure this, practitioners must be aware of the abilities, interests and needs of children in the class when planning activities. All children must be given opportunities to succeed and to derive satisfaction from a sense of achievement, and to show their achievements to other children and to adults in the school.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and reflect these in their practice. To do this, practitioners refer to the characteristics of effective learning.

There are three stages of planning for the Foundation Stage:

- Long term planning – identifies the learning on offer throughout the year through the continuous provision;
- Curriculum map – identifies learning intentions and what themes may be covered within a term, with notes to link enhancements, experiences and activities whilst allowing for the flexibility to follow children's interests;
- Short term planning – identifies specific learning targets for the week/fortnight, identifies adult time and involvement in developing learning towards identified goals, both through continuous provision, enhancements and focused activities.

We recognise that it is important within the Foundation Stage for timetabling to be flexible with the minimum of interruptions to the children's activities, there is however, be some overall pattern to the day or session to give the children a sense of time and help them feel secure. There is a balance between adult initiated and child-initiated activities. Children have lots of opportunities to make choices and decisions and to take some responsibility for their learning, through spontaneous play. As children progress through EYFS, moving into the reception year (F2), there is an increasing focus on adult led learning

Hopton Primary School EYFS Daily Structure and Routines – F1			
Activities	Intent What do we want for our children?	Implementation How will we achieve this? What will it look like?	Impact How do we know that this is working?
Self-registration book voting system	We want the children to be independent, to make choices and understand that they might not	Adults will support the children to find their own name to show that they are here. To look at the choices	Children are accepting that their story choice may not have the most votes. They demonstrate an



	always be able to have what they want.	for the days story and to indicate their preference by voting. Adults will support children to put away their own belongings on arrival. Children will be encouraged to greet other children/adults. They will be encouraged to converse about the days of the week, the weather and how they are feeling and why.	understanding that other people may have different opinions to them. Children are efficient in following the class routines and demonstrate an awareness of their own and other people's feelings.
Story time	We want our children to have a lifelong love for reading. We want them to enjoy retelling and creating stories and to be interested in and to choose to read books independently. We want children to use information from books to support their independent learning in continuous provision.	Children will have at least one story read to them daily. Non-fiction books will also be used. Children will have the opportunity to re-tell stories from books, role play and small world play. Adults will question children about what they have heard and will build pupils prediction and inference skills.	Children's listening skills will improve alongside their receptive and expressive language. They will be able to answer increasingly difficult questions and will be independently asking their own. Children's speech production will be more complex and they will independently use more descriptive vocabulary in their everyday speech.
Adult led topic group time	We want our children to develop vocabulary and knowledge alongside pre reading and writing skills. We want our children to be confident, independent mark makers which they use to extend their own learning.	Children will be supported to develop key knowledge and vocabulary alongside speaking skills. Children will be supported to retell the class topic related book. There will be a range of adult modelled mark marking/writing activities. Topics will be planned based on	Children's literacy and maths skills will progress across the year. Children will be meeting individual next steps and any gaps in children's learning will be resolved. Children will use their knowledge and skills independently in continuous provision. They will become



		pupil's knowledge and interests for high levels of engagement.	confident readers, writers and mathematicians as they move through to the end of EYFS. They will use their skills to problem solve in real life situations.
Adult led math group time	We want our children to build their whole number and shape sense. We want our children to be able to use specific mathematical vocabulary. We want them to be able to use a range of strategies to explore and use this knowledge independently in real life situations.	Maths sessions will be planned according to gaps in children's knowledge. Staff will adapt each session and ensure that all children are challenged appropriately. Sessions will incorporate a range of visual and concrete resources to enable children to develop their understanding.	
Adult led phonics group time	We want our children to build their phase 1 phonics knowledge. By the end of F1, we want children to be able to orally segment and blend the sounds in words they hear. We want children to use their phonics knowledge in everyday life to talk about the noises/letter sounds that they hear.	Children will be supported to build up phase 1 phonics knowledge from tuning into sounds to listening and remembering sounds and finally talking about sounds. They will be taught the 7 stages (DFE Letters & sounds) from distinguishing between environmental sounds to oral segmenting and blending sounds in words.	
Dough disco/movement/funky finger tasks Cooking/baking	We want our children to have developed the muscle control necessary to enable them to control writing equipment successfully. We want our children to understand the need to live a healthy live both physically and mentally. We want our children to make choices about the foods that they	There will be a range of fine motor control and hand/eye coordination activities on offer to the children. Children will join in with adult activities such as dough disco and dancing to develop both fine and gross motor control. Children will learn ways of relaxing including breathing techniques and	Children will demonstrate a love of movement, seeking out physical development activities both indoors and outdoors. This will have a significant impact on the children's self-help, gross motor and in turn writing skills. Children's knowledge of healthy/unhealthy foods will



	eat.	mindfulness activities. Adults will participate in movement tasks to promote being active. Children will be involved in the food tasks which enable real life opportunities to discuss healthy/unhealthy food choices and to try new foods.	improve. Children will begin to make choices about when/what they would like to eat and drink.
Whole group milk/snack/talking time	We want our children to have good manners. We want our children to listen to the views of others and share their ideas to both small and large groups.	Children will learn the 'please and thank you' song. Adults will model being polite, children will be expected to use please and thank you whenever they request something. Children will be encouraged to share their ideas and listen and value their ideas of others.	Children will show improved awareness of themselves and others. Children will actively seek out others to share experiences with, they will show sensitivity to others when they are upset.
Beat Baby/singing/music	We want our children to develop a love of collaborative singing and music making. We want our children to be able to sing along to at least 6 nursery rhymes by the time they leave F1. This will help to enable our children to identify rhyme and be lifelong readers. We want our children to play with sounds, songs and rhymes independently.	Children will learn nursery rhymes and songs. They will have opportunity to use puppets and props in continuous provision to play with known rhymes. Adults will model the different ways that instruments can be played, children will access to musical instruments in the continuous curriculum to enhance their play. Adults will model using music as a way to relax and interact with others.	They will be polite and happily share and interact meaningfully with their peers. Children will independently embellish their play with music and song.



Continuous provision (including outdoor provision)	We want our children to have the freedom to access quality provision both indoors and outdoors. We want our children to have extended periods of time to both lead their own learning and be supported by adults in building knowledge, developing vocabulary and using and applying skills that they have been taught. We want our children to have access to independent problem solving, challenging investigation opportunities which spark their curiosity and promotes critical thinking skills. Opportunities will be open ended and will seek to challenge all abilities.	Children will have access to the continuous curriculum within the classroom and outdoor area. Adults will observe children's learning, interacting with the children to engage and extend as appropriate. Adults may also complete focused group activities linked to a particular aspect of knowledge or skill.	Children will be motivated to learn as planning is linked to the children's interests and motivation. Emotional well-being will develop as children feel their input is valued. Children will show a love of learning. There will be high levels of engagement and pupils will set themselves challenges and develop a sense of pride, self-confidence and self-belief.
---	---	--	---

Hopton Primary School EYFS Daily Structure and Routines – F2			
Activities	Intent What do we want for our children?	Implementation How will we achieve this? What will it look like?	Impact How do we know that this is working?
Self-registration Dinner	We want the children to be independent and to make choices. We want children to be polite and	Adults will support the children to find their own name to show that they are here. To look at the choices for the	Children are accepting that they can not change their mind later in the day once their dinner has been ordered.



selection	confident in interacting with adults and children alike.	days menu and to indicate their preference by placing their name in the corresponding box. Adults will support children to put away their own belongings on arrival. Children will be encouraged to greet other children/adults. They will be encouraged to converse about the days of the week, the weather and how they are feeling and why.	Children demonstrate an understanding that other people may make choices different to them. Children are efficient in following the class routines and demonstrate an awareness of their own and other people's feelings. Children interact with others politely, engaging in meaningful conversations.
Story time	We know that it is important for our children to develop their speaking and listening skills and have lots of opportunities to share and talk about books. We know that listening to stories, poems and sharing texts provides a wealth of language and opportunities to explore new vocabulary and that these skills are vital in order for children to access all aspects of learning. We want our children to develop a lifelong love of books. We want our children to be confident retelling stories and creating their own narratives.	Children will have at least one story read to them daily. Non-fiction books will also be used. Adults will question children about what they have heard and will build pupils prediction and inference skills. Children will be supported by an adult to share books with their friends. They will be encouraged to share their thoughts and ideas. They will be encouraged to ask and answer questions about the books they are sharing.	Children will demonstrate confidence in using a variety of language choices to talk about books and their experiences linked to books. They will demonstrate the ability to listen to others and show their understanding in the way in which they ask and answer questions.
Adult led topic group time	We need to understand the experiences that children bring with them when they start school and create a curriculum that builds upon	Children will be supported to develop key knowledge and vocabulary alongside speaking skills. Topics will be planned based on pupil's knowledge	Children will develop a real fascination in the world around them. They will share knowledge of their own experiences, ask questions and



	this and provides them with essential skills and knowledge needed to prepare them for current and future learning. We intend to follow children's interests and provide opportunities that enhance and widen children's life experiences. We want our children to have an inquiring mind, to be confident to take risk and test out their theories about why things happen and how things work.	and interests for high levels of engagement. A combination of long -term planning and enhancements to the continuous curriculum in response to children's lines of enquiry will be used to ensure that we are both following children's interests and providing new and valuable experiences that our children might not have access to outside of school. We use Tapestry to share home and school learning experiences and develop a real understanding of our children's personalities and character.	wonder. They will make observations and seek to use their existing knowledge to explain these observations.
Adult led math group time	We know that mathematical development is extremely important to children's learning as it is an essential skill used in everyday life. Mathematics supports children in acquiring a range of thinking strategies needed to solve problems and develop understand a range of concepts related to number, shape, space and measure. We want our children to have the confidence to explore number, shape and space through following their own lines of enquiry and fascinations. We want our children to have a good understanding of 1:1 correspondence and place value working with 2 digit	Daily maths sessions (approx. 20 mins) We start by looking at numbers from 0 to 10 in depth and exploring a range of concepts linked to a specific number e.g. number 4, what is 4? Shapes with 4 sides, 4 o'clock, things that are 4 units long etc. Children will then have the opportunity to use and apply their knowledge and taught skills through a range of continuous provision activities and adult led focused groups. Maths sessions will be planned according to gaps in children's knowledge. Staff will adapt each session and ensure that all children are challenged appropriately. Sessions will	Children will achieve the expected level ELG in Maths, or have made sustained progress from their individual starting point. They will be confident and independent in their approach to solving problems. They will make links between the skills and knowledge that they have been taught, being able to explain their mathematical thinking using specific vocabulary.



	numbers. We want our children to be able to explain their mathematical thinking using mathematical vocabulary.	incorporate a range of visual and concrete resources to enable children to develop their understanding.	
Adult led phonics group time	We want our children to be able to identify a range of letter sounds and use these sounds to segment and blend a variety of phonetically decodable words. We also want our children to be able to read a selection of tricky words in order to help them to access non decodable texts and widen their reading experiences. Reading is an essential life skill that enables to children to develop their general knowledge and vocabulary and provides them with the best possible chance for success in the future.	Daily phonics sessions (approx.. 20 mins) Children usually learn a new letter sound each day. Children will be taught the letter sound, name and formation and be taught how to apply this sound in both their reading and writing. Continuous provision activities will then provide ongoing opportunities for children to use and apply this knowledge in a variety of ways.	Children will leave F2 secure at Phase 3 and be ready or working within Phase 4 of Letters and Sounds. They will demonstrate the ability to use and apply their phonic knowledge through a variety of independent reading and writing evidence. They will achieve at the expected level in Literacy ELG, or have sustained progress from their individual starting point.
Songs / music	We know that songs and rhyme are hugely important in developing children's acquisition of language and speech development. We want our children to have the confidence to play with sounds and words through music and song. We want our children to recognise music and song as a form of expression and relaxation.	Children will learn a range of traditional, contemporary and silly songs. Children will be encouraged to suggest actions to accompany songs.	Children will show confidence with participating and remember words and actions. Children will use music and song to enhance their play and interact collaboratively with others.



Physical Education Movement Dough disco	We know that movement and exercise are important for a healthy body and mind. We want our children to enjoy being active. We want our children to make good choices about looking after themselves in terms of eating, drinking, sleeping and exercise. We want our children to produce legible handwriting, with a controlled pencil grip.	Children will have daily access to the outdoor area where they will be encouraged to move in different ways. They will have weekly physical education lessons, teaching skills such as throwing and catching a ball, balance and control of large and small movements. Children will learn to recognise the changes to their body whilst exercising and the importance to eat healthy and stay hydrated. Children will have weekly dough disco sessions to develop the muscle tone in the hands needed for successful handwriting.	Children will leave F2 with an established pencil grip showing a preference for a preferred hand. They will have improved ball skills and be able to respond appropriately to the changes in the body when exercising for example, having a rest/drink.
Continuous provision (including outdoor provision)	We want our children to have the freedom to access quality provision both indoors and outdoors. We want our children to have extended periods of time to both lead their own learning and be supported by adults in building knowledge, developing vocabulary and using and applying skills that they have been taught. We want our children to have access to independent problem solving, challenging investigation opportunities which spark their curiosity and promotes critical thinking skills. Opportunities will be	Children will have access to the continuous curriculum within the classroom and outdoor area. Adults will observe children's learning, interacting with the children to engage and extend as appropriate. Adults may also complete focussed group activities linked to a particular aspect of knowledge or skill.	During continuous provision, children will demonstrate high levels of engagement and independence. They will use their knowledge and skills to access a wide variety of activities and be motivated to ask questions, be curious and extend their own learning. They will demonstrate age related personal, social and emotional skills and be able to negotiate, solve problems and resolve disagreements.



	differentiated and will seek to challenge all abilities.		
Lunchtimes	We want our children to be polite and well mannered. We want our children to develop skills that enable them to be independent.	Children will be supported to establish good routines for eating their lunch. Adults will model saying please and thank you. Children will be expected to use good manners when they request something. Children will be expected to demonstrate 'fantastic walking' when returning back to the cloakroom unsupervised. Adults will frequently remind children of expectations. Adults will model skills that enable children to be independent; children will learn to put on their coat independently.	Children will be polite, using their manners and being respectful of the need to move around school safely and quietly. Children will leave F2 being able to put on and fasten their coat independently.

Assessment and Recording

Formative assessment (ongoing) plays an important part in enabling practitioners and parents to identify achievements made and any obstacles to learning, providing an all round picture of the child and their interests. This information informs future planning. Assessment also contributes to the overall evaluation of the quality of provision.

'Stand aside for a while and leave room for learning. Observe carefully what children do and then, if you have understood well, teaching will be different than before.'

Loris Malaguzzi (Reggio Emilia 1994)



The EYFS framework 2025, has clear guidance to 'reduce workload expectations'. At Hopton, children's progress will not require staff to collect excessive observations, photographs and samples of work to create lengthy early learning journals.

'Assessment should not involve long breaks from interaction with children or require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. Practitioners are not required to prove this through collection of any physical evidence.'

Statutory Framework for the Early Years Foundation Stage, DfE, 2025

'Wow' moments of personal significance of progress and achievement will be recorded on Tapestry, our online learning journal. This recognises the uniqueness and individuality of each child. Parent/carers have constant password protected access to Tapestry, being able to add comments and their own 'wow' moments to their child's journal.

Reception Baseline Assessment (RBA)

The RBA is a short statutory assessment taken in the first six weeks in which a child starts in F2. The assessment covers early mathematics, literacy, communication and language. There is no expected standard, children do not pass or fail. The results of the assessment are not shared with school/parents, they are stored by the DfE. The purpose of the assessment is to form a starting point for cohort level school progress measures. Data from the RBA is compared to Key Stage 2 outcomes, seven years later, to form an overall progress measure of the school.

Starting points for progress

During the first half term on entry to either F1/F2, practitioners assess the ability of each child through daily interactions, observations and planned activities. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programmes for individual children and groups of children. These first assessments also take into account any other records we receive from previous pre-school settings, parents and childminders.

Checkpoints

For each of the seven areas of learning across the EYFS, there are observation checkpoints describing what children are typically expected to



be able to do at age of 3 and age 4 years.

These check points enable practitioners to notice if children are at the risk of 'falling behind'.

Where practitioners have concerns about a child's progress in reference to these check points, parents/carers will be informed. Practitioners will then work in consultation with parents/carers to plan for activities to support children to succeed.

Early Years Foundation Stage Profile

All children are assessed against the Early Learning Goals during the final term of the F2 year (in June). The ELGs are the expected levels at the end of the EYFS. The profile creates a well-rounded picture of a child's knowledge, understanding, abilities, including their readiness for year 1. Judgements are made reflecting on practitioner's own knowledge and professional judgements of the child.

At the end of the final term of a pupil's Reception Year, the local authority may request a summary of these assessments. The child's next teacher uses this information to make plans for the year ahead. We share this information at parental consultation meetings and in the end-of-year report.

The Learning Environment

Both our F1 and F2 class areas are organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, be creative etc. Children have access to both the inside and the outside environment at various points in the day, which is known to have a positive effect on the children's development. The Early Years Foundation Stage pupils have their own outdoor area with sand or water, climbing equipment, bikes, writing opportunities, mud kitchen, construction and role play. Spending time outdoors offers opportunities for exploring and learning things differently to when pupils are indoors and gives things a different perspective. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily. In both F1 and F2 children are invited to a taster session before their official start date. Staff are on hand to meet and greet parents with their children and answer any questions they might have. In F1, parents are encouraged to come in and settle their children at the beginning of sessions. Towards the end of the year, as children are getting ready to join school full time, teachers will encourage more independence.

Parents of all children starting in the next academic year will be invited to an induction meeting in the summer term to meet their child's new teachers and other key staff. On request, where children have more specific needs, families are offered a home visit. The induction meeting is



an opportunity for staff to:

- To go through the Foundation Stage handbook
- Explain about uniform, PE kit and school dinners/ free school meals
- Explain about holidays and absences
- Answer any questions parents might have about starting school
- Explain the arrangements for starting school in September
- Talk to the parents about the school and Government expectations at the end of the EYFS.
- We also try to visit any settings that are sending children to us.

Safeguarding & Welfare

‘Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.’

Statutory framework for Early Years Foundation Stage DFES 2025.

At Hopton Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2025.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs;
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- To ensure that staff have received the appropriate training to know how to maintain a child’s safety;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

It is important to us that all children in the school 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. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children. (More information can be found in the school’s safeguarding



policy)

Healthy Eating

All children, in F1 and F2, are provided with a healthy snack each day as well as being given the choice of a drink - milk and water. They have access to water at all times. For those children that do not like water or milk, a named bottle of flavoured, clear, still water or sugar free squash may be provided by home. School dinners are provided for free for all children in F2 and menus are sent out termly for parents to see and choose from.

Children in both F1 and F2 sit together with adult supervision when eating snacks, to ensure that they can be closely observed. F1 children eat their packed lunches supervised by a member of the F1 team and a lunchtime supervisor. F2 children are supervised by lunchtime supervisors when eating their lunch.

More information is available in the EYFS lunch box advice document.

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 F1.

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.

When a child has required assistance with their care, the incident is logged and parents are informed via a private class dojo message. Adults providing intimate care are supervised by another adult either in the room or through the vision panel in the door. Children in receipt of regular support for intimate care will require an intimate care plan.

Equal Opportunities

We acknowledge the importance of all children having access to the Foundation Stage Curriculum. It is important that stereotypical comments and behaviour which devalues others are challenged. Within the unit, a wide range of resources are used that provide positive attitudes, raise awareness of other cultures and backgrounds.

Special Educational Needs and Disability

At Hopton Primary School we believe that all children have an entitlement to a broad and balanced curriculum. Throughout the Foundation



Stage, curriculum activities are matched to the individual needs of a child. When concerns are raised in response to specific children, informal observations and assessments are made by the SENCo (Special Educational Needs Co-ordinator) and Foundation Stage practitioners. These are used to identify specific individual needs in terms of classroom organisation, teaching materials and the level of support required.

Intervention through Quality First Teaching and SEN support may lead to the creation of an IAPDR (Individual Assess Plan Do Review) for children where there remains concerns about progress after intervention. Where necessary, advice from outside agencies will be sought to inform learning programmes. For children who have regular involvement of outside agencies, the IAPDR becomes a collaborative document.

Parents as Partners

At Hopton Primary School we recognise the importance of establishing effective relationships with parents/carers in ensuring the children achieve their full potential. Parental involvement is actively encouraged. Parents are encouraged to come into class with their children in the morning prior to the school day giving them opportunities to discuss any concerns with staff. Staff ensure that parents are well informed about the curriculum their child is experiencing through newsletters and information on the school website. Staff take the opportunity at the end of the day to talk to parents about significant achievements or any concerns.

Throughout the year, parents are invited to attend workshops that help support their child's development at home, allow them to work with their child in school and gain an understanding of the curriculum and teaching methods used.

We acknowledge that parents/carers/families need:

- To have opportunity to discuss their child's progress and raise any concerns;
- Access to their child's early learning journal and feel able to contribute to it;
- To respect and understand their role in their child's education;
- Recognition for their past and encouragement for their future involvement;
- To be informed about the content of the curriculum;
- Information about the philosophies and teaching methods used in the EYFS;
- To feel welcome and valued within the EYFS;
- The opportunity to bring their own expertise and knowledge to support learning in the EYFS;
- To be provided with relevant learning activities and play activities to be taken home.

Key Person



Each child will have a key person. This person is the first point of contact at school for families to discuss their child's progress or share any concerns. A key person's role is to help ensure that children's needs are met. In F2, the key person is usually the class teacher. For children in receipt of 1:1 support for SEND, the key person may be the named support. In F1, a child's key person may be a teacher or nursery nurse. All key person practitioners at Hopton Primary School are trained in either early years education and/or child development.

Staff Training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy.

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

Safer Recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references



See our safeguarding policy for details of our safer recruitment procedures.

Staffing Ratios

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

In F1 -Nursery,

- We have at least 1 member of staff for every 13 children
- At least 1 member of staff is a school teacher as defined by section 122 of the Education Act 2002
- At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status

In F2 -Reception,

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

Paediatric First Aid (PFA)

All school staff working in EYFS hold a current paediatric first aid (PFA) certificate and are available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

The Designated Safeguarding Lead (DSL)

At Hopton, we have four DSL, Mr Smith, Mrs Crowther, Mrs Etheridge and Mr Asbery who lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework



Absence

We are required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

See our attendance policy for more on this, including our expectations of parents/carers to report child absences.

Oral Health and Tooth Brushing

We promote good oral health, as well as good health in general, in the early years by talking to the children about:

The effects of eating too many sweets/sugary treats

The importance of brushing your teeth.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

Safer Eating

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair or highchair and, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.



We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
 - We will also keep this information up to date and share it with all staff

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance](#)

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

Accident or Injury

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of accident or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

Safety of Premises



We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises. We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

Toileting and Privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as clean towels and spare clothes
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

Monitoring and Review

The Early Years Leader is responsible for the monitoring of this policy. Areas for development will be incorporated into the School Improvement Plan as necessary.

This policy was reviewed in Summer 2026 and will be reviewed annually.