



**St Sebastian's C of E Primary
School and Nursery**
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"Love for Others, Learning in Every Step"



St. Sebastian's Church of England Primary School and Nursery

Early Years Foundation Stage (EYFS) Policy

Date	SPR 2026
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Approved by:	LGB
Review	SPR 2028

"A school family with a Christian ethos, where we help each other to flourish."

Policy Statement

The Early Years Foundation Stage sets the standards for learning, development and care of children from birth to five years old. The EYFS framework supports an integrated approach to early learning and care of young children.

Aims and Objectives

- To provide high quality care and education for all pupils in our Nursery and Reception Classes
- To work in partnership with parents/carers to help foster their child's learning and development.
- To create a safe and enabling environment.
- To promote equality and value diversity

We strive to ensure that each child:

- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- develops positive relationships with adults and in particular a personal key worker who can monitor their progress;
- has opportunities to learn through play and is able to join with other children and adults to do this;
- has a positive approach to learning and finding out about the world around them;
- is able to look after their personal hygiene and is healthy and strong;
- values their own achievements and have confidence in themselves and their own abilities.

Children's Development and Learning

The provision for children's development and learning is guided by the Government's curriculum for the Foundation Stage. Children, between the ages of 3 and 5, are encouraged to become active learners and given time to play, explore and think critically about the world around them. Seven key areas of learning are explored and developed. They are divided into three prime areas and four specific areas.

Prime Areas

1. Communication and Language

Language is the foundation for all areas of learning and development and as such conversations with children are of the highest importance to embed and build language. Children are frequently read stories, non-fiction, poems and

rhymes. They are encouraged to engage in these stories, retelling them, sequencing the main events and story mapping.

2. Personal, Social and Emotional Development

Children are supported to manage their emotions and develop a positive sense of self. They are supported to set simple goals and have confidence in their own abilities. The children will learn to look after their bodies and manage their own needs independently. With help from staff the children will learn to make good friendships and co-operate with others.

3. Physical Development

Children are given opportunities for gross and fine physical development in both outdoor and indoor play. The children are encouraged to move energetically in ways such as running jumping skipping and climbing. They will learn to negotiate space and obstacles safely. They children will be given a range of fine motor activities and learn to handle a variety of equipment and tools effectively, including pencils for writing.

Specific Areas

1. Mathematics

Children are taught through practical activities, to develop a deep understanding of the numbers to 10. This involves being able to subitise to 5, counting 1:1 with accuracy, understanding the composition of each number and know bonds to 5 and 10. They will also learn to count verbally beyond 20. Opportunities will be available for the children to solve problems, including doubling, halving and sharing. Pupils will have experiences to develop their knowledge of shape, space and measures. Children will develop a secure base of mathematical vocabulary encompassing the topics of size, weight, capacity, position, distance, time and money.

2. Literacy

Our aim is to develop children's love of reading. We spend time discussing stories to develop the children's comprehension and expand their vocabulary. We teach children to read using RWInc, a phonic reading scheme, where children learn to use their phonic knowledge to decode words. Children are taught to form recognisable letters correctly and spell words using the sounds they have learnt. They are given opportunities to articulate ideas and structure them in speech before writing short sentences. They are also encouraged to write for different purposes.

3. Understanding the World

Children will explore the community they live in and the wider world around them. They will learn through stories and first hand experiences about people in their community and their roles within it. They will learn about past and present events in their own lives and in the lives of family members. They will

learn about similarities and differences between their communities and others. They will explore the natural world around them and make observations and drawings of this natural world including seasons, animals and plants in our environment.

4. Expressive Arts and Design

Children are given opportunities to create and use their imagination in art activities and through use of the workshop using a variety of tools and materials. They will be encouraged to role play a variety of real life situations and retell stories using props. They will learn a variety of songs and nursery rhymes and be given opportunities to make their own music.

Methods of Assessment

The child's development is recorded through formative and summative assessment on Sonar. Observations and examples of work are collected during the year and used to assess the child against a set of Early Learning Goals. At the end of the Foundation Stage a child is deemed to be Emerging or Expected in all 17 Early Learning Goals with emphasis put on the Prime Areas of development. Pupils achieve a Good Level of Development (GLD) if they are Expected in all the Prime Areas of the EYFS Curriculum including Maths and Literacy. Parents are given opportunities to discuss their child's progress at parent evenings held in the Autumn and Spring terms. At the end of the summer term they are provided with a written report of their child's progress. They are encouraged to contribute towards their child's Learning Journey, sharing any milestones achieved by their child.

Any Other Key Information

This policy is to be used in conjunction with:

- SEND Policy
- Safeguarding Policy
- EAL Policy
- Behaviour Policy

Review

To be reviewed on a two-yearly cycle.