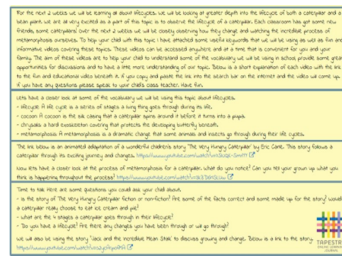
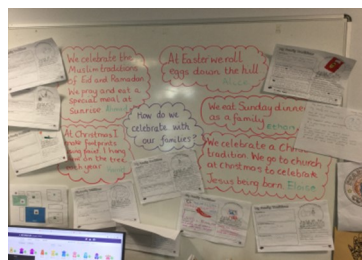
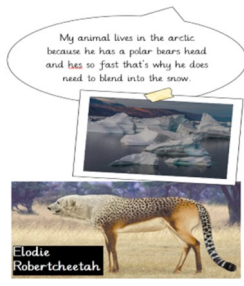




As a prime area of the curriculum, the importance of communication and language cannot be understated. Research suggests that a strong vocabulary in childhood is linked to future success and happiness, both at school and in later life. Words can be very powerful. They are the key to unlocking meaning, allowing us to understand new information and ideas. A solid vocabulary also helps children to bridge the gap between phonics and reading comprehension. In the Early Years Foundation Stage, the day and the curriculum are designed and set up to support multiple exposure to language and concepts, as a whole class, with an adult in small groups, through play and as independent activities, supported with visuals and actions. A rich vocabulary allows children to understand the books they read and the ideas adults and their friends share while at school, helping them to take an active part in lessons, discussions and play. Practitioners across the EYFS value strong relationships along with meaningful conversations and interactions with children, asking open ended questions and encouraging children to ask their own, helping children to develop their vocabulary in the process. It also provides the opportunity to support children in using the correct grammar and use of tenses by recasting their sentences during conversation. Language development is best supported in a playful language environment full of stories, songs, rhymes, signs, talk and imaginative play. The opportunities for exploration are promoted through our continuous provision, allowing more opportunities for children to engage in meaningful discussions about what they are learning and how they are choosing to do things. Children are supported to make thoughtful comments on the world around them and offer explanations as to what is happening. Conversations and dialogue with peers is part of everyday life as children work and play collaboratively.



What does Communication and Language look like in the EYFS? Building the foundations for the National



Examples of embedding C&L across EYFS provision;

- Providing opportunities for communication through purposefully thought out areas of continuous provision linked to current topics such as small world areas and role plays.
- Social snack areas where children eat and chat with their friends.
- Photos from home and school in out living journals so children can browse, reflect and discuss what they have been experiencing and learning.
- Stories and books are the foundation of all of our learning.
- Pre-reading new stories with EAL children focusing on new and unfamiliar vocabulary in a small group setting.
- For each new topic we provide families of children with EAL multiple stories and activities both online and hands on to support the understanding of new vocabulary and help provide opportunities for discussion and comprehension in both English and their home language.
- Identified children receive weekly Talk Boost sessions in a small group setting with a familiar adult.



Writing in the EYFS is a developmental process that focuses on helping children develop the foundational skills they need to become confident writers. It involves playful, exploratory, and scaffolded experiences that are often integrated into other areas of learning. Underpinning writing is developing a child's gross and fine motor skills. Activities linked to these lay the groundwork for holding and controlling a pencil or other writing purposes. Children are encouraged and supported in early mark-making in creative play both indoors and out. Over time, these marks become more intentional and begin to mirror the patterns and shapes we would see in letter formation. Through multi-sensory activities, children begin to recognise and form letters and as they develop their phonemic awareness they begin to use these in their writing. Writing is integrated into all area of play including role play where shopping lists, card-making or making registers for class immerse children in writing for purpose. Adults model writing during shared activities , encouraging and praising all attempts to build confidence and a positive attitude towards writing. At West Jesmond, writing is supported in a print-necessary environment. There is not over-use of labels or word cards, rather writing is seen and used as a message giving and communication tool. Children are encouraged to get their voice heard through writing—for example, making posters or signs for the snack table to reflect rules or prices. Our emphasis is on making writing and enjoyable and integral part of early learning, tailored to each child's developmental stage. We understand that children need to have something to say in order to be motivated to write, so supporting children's communication and language skills, their love and internalisation of stories and opportunities to talk are integral to the process.



**What does Writing look like in the EYFS?
Building the foundations for the National Curriculum through our Early Years.**



Examples of embedding Writing across EYFS provision;

- Mark-making at all levels is valued and praised.
- Role play areas are designed with mark-making opportunities and real-life purposes.
- Range of mark-making materials across all areas of provision to promote interest and engagement.
- Opportunities throughout the day for children to develop and enhance the gross and fine-motor skills needed to underpin writing.
- Finger games and rhymes such as Insey-Winey spider , Tommy Thumb
- Morning brave writing to encourage children to make their mark each day.
- Alphabet friezes, name cards, letter mats, word walls available throughout provision for children to refer to.
- Learning Lockers and displays celebrate writing.
- Phonics taught daily
- Sketch books for weekly drawing activity



Reading in the Early Years Foundation Stage (EYFS) is about fostering a love of books and developing the skills needed to understand and interpret written language. It focuses on playful, interactive, and immersive experiences that build foundational literacy skills. At West Jesmond we wish to create a love of literature and every child a reader so beginning this journey in our EYFS is crucial to our children's success. Alongside daily synthetic systematic phonics reading is embedded into our daily timetable, our routines, our topics and our provision. Through phonics teaching children will learn the sounds that letters alongside high frequency words. Listening to stories, rhymes and songs build auditory discrimination. Adults in our setting read stories aloud using expressive voices, gestures and props to capture children's attention. Children are encouraged to participate by predicting what happens next, repeating refrains and answering questions. Through storytimes children are introduced to story structure and key concepts such as character and settings. Our classrooms have meaningful and carefully chosen print to help build children's understanding between text and meaning. Books are displayed to attract the children often categorised into themes or genres. Reading is integrated into all areas of provision to allow children to access books whenever and wherever they are. We believe in supporting our children by filling them up with loved and familiar core texts that are read again and again. Familiar books are read multiple times to build confidence, deepened understanding and to give children internalised story structures as a platform for their own story-telling. Sharing texts is a way of building vocabulary and comprehension. Staff take time and care to highlight and explain new vocabulary during stories or activities and ask thoughtful questions which promote comprehension skills. In role play, small world and continuous provision children are encouraged to retell or act out stories, reinforcing their understanding and narrative skills. Our emphasis in the EYFS is on creating a positive and engaging environment where children develop the skills and motivation to become life-long readers.



**What does Reading look like in the EYFS?
Building the foundations for the National Curriculum through our Early Years.**

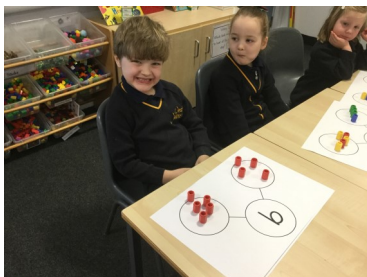


Examples of embedding Reading across EYFS provision;

- Parents are encouraged to read with their children at home and share both phonetically appropriate books and books from the library.
- Workshops are held throughout the year to demonstrate the teaching of reading and support families in how to support their child.
- Books and texts available and present in all areas of provision.
- High quality and thoughtful texts are used as hooks for all our topics with immersive experiences such as Evil Pea visiting the classroom or picking Paddington Bear up at the local metro station.
- Author visit in the year
- Story-teller visit at Christmas time
- Opportunities to relive stories with small world and role play resources
- Listening station for children to hear stories being told
- Talk for Writing throughout the year promotes children's oral story-telling



In our Early Years we believe that all our children can be successful mathematicians. Our environment ensures children are given time and spaces to explore mathematical ideas in ways that make personal sense to them and opportunities to develop mathematical concepts and understanding. Our effective teaching of mathematics takes place through whole-class adult-directed sessions, supportive consolidation activities in smaller groups and a range of opportunities for children to have meaningful, physical exploration of concepts that enables them to be embedded. We provide frequent and varied opportunities to build and apply this understanding - such as manipulatives, including small pebbles and tens frames for organising counting – which supports all children to develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. Practitioners across EYFS take the time to understand children’s mathematical thinking through discussion, using the opportunities to reinforce key learning, introduce and scaffold the use of new important vocabulary, challenge and extend thinking and taking time to explore incidental concepts that arise. Our objective for our children throughout our Early Years is to ensure that all children develop firm mathematical foundations in a way that is engaging and talk-rich so they have a solid platform for continuing their mathematical journey into Year 1 and the National Curriculum. We also aim to instil positive attitudes and interest in mathematics, to help children 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.



What does Maths look like in the EYFS?
Building the foundations for the National Curriculum through our Early Years.



Examples of embedding Maths across EYFS provision;

- Daily routines strengthening mathematical understanding, vocabulary and knowledge—daily timetable, registers, counting children in/out of room, timers for tidy up time, story voting station, tidying up, height charts
- Use of songs, stories and rhymes
- Opportunities to build special awareness skills—jigsaws, junk modelling, loose parts, artwork
- Range of counting resources and tens/fives frames for children to collect, sort, organise and represent
- Role play areas supporting everyday maths—shops, post office, baby clinic with weights and scales
- Opportunities in everyday life to discuss time—such as changes in season, this morning, last week, at the weekend
- Water trays/sand trays developing experience of capacity, weight



In the EYFS, PE is included within our Physical Development area of learning. Throughout the EYFS, physical development is about improving co-ordination, control, manipulation and movement. Ensuring our children have ample opportunity for physical development helps them gain confidence in what they can do, feel the benefits of being healthy and active, and promoting a positive sense of wellbeing. In our EYFS, children have the opportunity to access planned activities that offer appropriate physical challenges through continuous outdoor provision and through timetabled gymnastics, dance and outdoor games lessons. We also encourage and support the development of fine and gross motor skills throughout the provision of suitable resources, for example riding bikes and using scissors, throughout the day. Children develop large motor skills through jumping, hopping, skipping, climbing, running, balancing and crawling. Children are encouraged to use these skills throughout their play, especially in their outdoor play. Fine motor skills may be acquired by filling a container with sand, completing a jigsaw puzzle or stringing beads. Physical activities also allow children to develop negotiation and co-operation skills, such as sharing, taking turns, waiting, going before, going after, finding space. Our curriculum in the Foundation Stage is carefully planned to ensure the children have the knowledge and skills to excel in PE in Key Stage 1.



What does PE look like in the EYFS?
Building the foundations for the National Curriculum through our Early Years.



Examples of embedding PE across EYFS provision;

- A range of physical equipment in outdoor continuous provision—planks, crates, tyres, bats, balls, hoops, bean bags, wheelbarrows, spinners
- Climbing frame available daily for the children
- Squiggle while you wiggle, dough disco - regular class interventions for building strength
- Jolly Jogging
- Scissors, paintbrushes, pencils, chalks throughout provision
- Manipulating playdough, clay, ingredients in baking
- Carrying out actions to retell stories/poems
- Handwriting and letter formation
- Counting rhymes using fingers





In the EYFS, Science is included within the Understanding the World area of learning. We support our children in exploring and understanding their world through everyday, real-life, practical experiences such as observing changes in our garden, investigating which objects float or sink in the water area or choosing to explore the magnets in our continuous provision. Our curriculum intends to develop our children into curious and engaged learners. In the Early Years we ensure our provision regularly provides new materials and interesting things for children to explore and investigate and staff encourage children to talk about them to develop their scientific understanding and knowledge. Activities such as these will help our children to develop important skills such as observation, prediction and critical thinking which underpin scientific enquiry. Throughout these experiences we ensure we are ambitious in building the children’s scientific knowledge, vocabulary and understanding of how to work scientifically. Our skilled staff interact effectively with the children to encourage them to use their senses to explore the natural world, materials and forces. Our curriculum in the Foundation Stage is carefully planned to ensure the children have the knowledge and skills to excel in Science in Key Stage 1.



What does Science look like in the EYFS?
 Building the foundations for the National Curriculum through our Early Years.



Examples of embedding Science across EYFS provision;

- Range of small world resources which link to understanding the world—dinosaurs, animals, space stations
- Role play areas linked to Scientific concepts—Space ships, Polar World Explorers, Jungles, Under the Sea, Building sites
- Continuous provision linked to materials—water play, sand play, loose parts
- Continuous provision linked to forces—cars, tracks, marble runs
- Observations of the environment—commenting on bulbs beginning to grow, the changes in the weather, looking at rainbows, noticing the moon in the sky
- Use of scientific equipment in provision—magnifying glasses, colour changers, measuring tapes, magnets
- Visits to museums or visitors in school such as Zoolab
- Staff wearing lab coats when teaching discreet science lessons
- Taking time to discuss scientific concepts which occur in books and stories





In the EYFS, Geography is included in the Understanding the World Area of Learning. Through a range of personal and meaningful experiences, the children are guided to make sense of their physical world and community. Children develop a sense of place in relation to their own environment and an understanding of the physical world around them and their community. The children begin to develop their geographical knowledge and sense of place starting with the people and areas closest to them. Starting with making sense of their home, we then step outside and build a familiarity with the places and spaces nearby, to learning about communities and landscapes across the world. Maps and atlases are used to investigate different places as we begin to compare and contrast environments. Children also learn about the different jobs which people do in our community. They learn about familiar features such as houses, farms and shops building on their everyday experiences and through exciting educational visits. They will encounter distant places through topics and stories. The children observe and discuss the weather regularly during EYFS, becoming familiar with types of weather and how it can affect us such as needing coats when it is cold. From the very start, children are taught key geographical vocabulary which they can then build upon as they progress through school. Through our geography curriculum, children also begin to understand the need to respect and care for the natural environment. Our curriculum in the Foundation Stage is carefully planned to ensure the children have the knowledge and skills to excel in Geography in Key Stage 1.



What does Geography look like in the EYFS?
Building the foundations for the National Curriculum through our Early Years.



Examples of embedding Geography across EYFS provision;

- Maps, atlas and globe part of every classroom continuous provision.
- Role-play areas focused on different types of places such as building sites and restaurants
- Role-play areas build around countries and travel
- Discussions through story times of places and communities
- Shared experiences of holidays and visits with families through home learning posts on Tapestry
- Visits to our allotment, orchard and gardens
- Story mapping
- Building small worlds with tracks and roads.
- Culturally diverse resources in provision areas.



In the EYFS, Art is included in the Expressive Arts and Design area of learning. We aim to stimulate children’s creativity and imagination and offer ample opportunities for our children to communicate what they see, feel, think and know through different forms of art. We ensure the children are given the chance to work with a variety of materials and resources and know that art can be indoor, outdoor, flat, 3D, colourful or abstract. Children are encouraged to explore and experiment with lots of different processes and are then given the chance to apply them in their own way. EYFS staff introduce appropriate vocabulary to support the children in talking about what they have produced, what they like about it, and what they might do next time to make changes or improve. Through our provision and curriculum coverage, children begin to learn about the ways in which paintings, drawings and sculptures can capture feelings. When introducing techniques, processes and materials to children, staff support the children in exploring themselves, and valuing the process over the product. Our curriculum in the Foundation Stage is carefully planned to ensure the children have the knowledge and skills to excel in Art in Key Stage 1.



What does Art look like in the EYFS?
 Building the foundations for the National Curriculum through our Early Years.



Examples of embedding Art across EYFS provision;

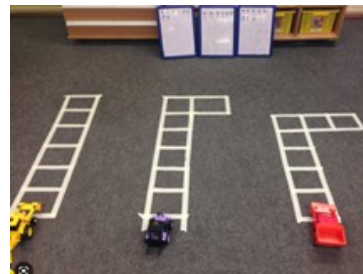
- Opportunities to mix colours in the painting area
- Modelling area offers a variety of resources to the children as part of their continuous provision
- Staff take time to talk to children about their creations—asking questions such as “what colours and patterns have you used?” “What about the materials and textures?”
- Children are encouraged throughout the year to make progress in the care, detail and process they use for their creations
- Mark-making materials available to children across all areas of provision.
- Building hand-eye co-ordination so children have the strength and ability to look, draw and control resources
- Access to a variety of equipment—chalks, pastels, rollers, brushes, leaves, clay, playdough
- Exposure to artwork in different forms and chances to discuss how they feel about the art they see



Although Computing and Technology no longer appear as discreet skills within the EYFS framework, we believe in equipping our children with all the skills they will need for future life and for their future learning and there are opportunities within each area of the framework to enable practitioners to effectively prepare children for studying the computing curriculum. Our vision is to develop independent learners who are well equipped for their future and aim for all children to gain the appropriate knowledge, skills, and competencies. As such, we are dedicated to offering the children a variety of computing skills across the year. Firstly, we encourage the children to find out and identify the uses of everyday technology, such as office equipment, keyboards, alarms and programmable toys. Children also use class sets of I pads as a tool for consolidating skills in other areas—such as subitising apps to support mathematical recall, or uploading photos on SeeSaw to demonstrate phonetic reading. Through everyday role play experiences children are exposed to different types of technology and are allowed to practise their use, such as walkie talkies, microphones, telephones or even using a PC in the home corner Home Office. Children are given firm foundations for future coding by learning about **algorithms** (i.e. sets of instructions). In our EYFS the use of algorithms may use the idea of following recipes, instructions for creating a model or following a story map. Staff are well supported by the computing curriculum lead to develop their professional understanding of computing and can support the children in developing the skills, vocabulary and knowledge they will need to have continued success in their computing curriculum in Year 1.



What does Computing look like in the EYFS?
Building the foundations for the National Curriculum through our Early Years.



Examples of embedding Computing across EYFS provision;

- Everyday examples of computing demonstrated in role play areas—for example, a home office in the home corner, telephones in role play areas, staff using the camera on their iPad to capture learning.
- Following a set of instructions and the importance of following them in the correct sequence.
- Mapping out stories and making story maps.
- Access to programmable devices such as code-a-pillars and beebots
- Making it explicit to children that their work belongs to them and is not shared with others.
- Equipping children with the skills needed for online safety such as how to say “stop I don’t like that”
- Involving the children when we are using technology—for example, talking to children about searching for something on the Internet, or using our I pads to share photos with families.



In the EYFS, Design Technology is included in the Expressive Arts and Design area of learning. In our Early Years the children create their own open-ended products that support their imaginative play such as making castles and cars out of large blocks and crates outside. They also have the opportunity to design and make junk models using recyclable materials in the workshop areas. They practise cutting activities using paper and card to develop scissor skills. They use various construction kits to develop their problem-solving skills within Design and Technology so they build, evaluate and improve their models. Children use a range of materials and are taught basic techniques such as joining, folding and safe use of simple tools. D&T gives pupils technical and practical experiences to develop essential skills for life. It draws on disciplines such as science, maths and art enabling them to think creatively and innovatively when solving problems and developing the skills needed to design and make finished products. Children are given access to a range of materials in their provision and are encouraged to make independent choices as to what they want to use, building their awareness of their properties and appropriateness of different tasks. Staff work alongside the children throughout the continuous provision asking questions such as “What are you planning to make? What will you need? Why did you choose that material/shape? What could you improve the next time? Would you make any changes?”



What does Design Technology look like in the EYFS?
Building the foundations for the National Curriculum through our Early Years.

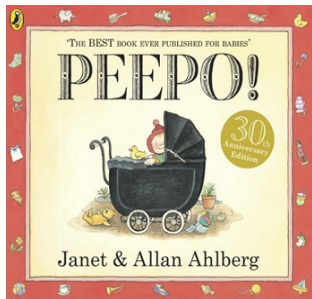


Examples of embedding Design Technology across EYFS provision;

- Learning to construct with a purpose in mind, some children may use scissors, glue, string and a hole punch to make a bag to carry some letters.
- Structure and join—following a visit to our local area, children may choose to make a building/shop/church they have seen out of small wooden bricks.
- Using a range of tools—throughout the year children will use a variety of equipment for joining and constructing—scissors, staplers, elastic bands, glue., masking tape
- Cooking throughout the year - sometimes to celebrate cultures and traditions, perhaps using food collected from the allotment, or to practise following a set of instructions.
- Playing with constructions such as marble runs or domino runs—children are learning the process of design, make, evaluate and improve through testing and evaluating as they work.



In the EYFS, History is included in the Understanding the World Area of Learning. In our EYFS the children begin to build their understanding of history and chronology through experiences that introduce the concept of time and change. Children have lots of opportunities to develop a sense of past and present through lots of discussion. Children are encouraged to talk about their experiences of events, for example, Christmas and birthdays, using the language ‘yesterday’, ‘today’, ‘last week’. Experiences such as these are shared through our home-school learning platform Tapestry, as well as in class through everyday routines such as our living calendar where classes can talk about us moving towards big events such as a party, or half term, as well as being given the chance to reflect on past experiences such as the Christmas show or an educational visit. Throughout the year children are given opportunities to examine a range of artefacts (for example, curious items linked to Flotsam or household artefacts from the past which have clearly changed over time) or discovering the meaning of old and new in relation to their own lives. An emphasis is placed on the children and how they have changed over the course of their lives—they especially enjoy sending photos in of them as a baby and celebrating our 100 days at school investigating the question— “what has changed in 100 days?”. Staff used careful questioning and specific vocabulary to develop the children’s ability to talk about what they can see in terms of historical importance, and supporting them in how they use language linked to time and change.



What does History look like in the EYFS?
Building the foundations for the National Curriculum through our Early Years.



Examples of embedding History across EYFS provision;

- Presenting children with pictures, stories, artefacts from the past, explaining similarities and differences.
- Showing images of familiar situations in the past; such as homes, schools and transport.
- Taking opportunities to share important events for the children demonstrating time passing, such as birthdays, weddings, births of new siblings.
- Offering opportunities for children to begin organising events using basic chronology, recognising that some things happened before they were born.
- Role play with dolls and babies allows children to develop an understanding of change over time .
- Using displays of topics in a learning journey to show children how events collate over time and lead into one another.



In the EYFS, Music is included in the Expressive Arts and Design area of learning although we believe in music and musicality being embedded across our curriculum and daily practise. A great deal of research has been carried out with regards to musical activity and the brain and it is now evident that music-making, singing and dancing aids the general development and well-being of our very young. Regular musical activity both child-led and adult-led can help support children's acquisition of language and communication. It can aid their personal and social development, their physical agility, well-being, imagination and creativity. Musical activities may also help towards an understanding of maths, allow us to make sense of our world and possibly aid literacy skills. Above all there is a good case for including music for music's sake. It is an effective way of maintaining short amounts of concentration, and focus. It can be distracting, and soothing, it brings people together, breaks down barriers and forges relationships. We ensure that we encourage everybody to participate so that music is seen as something for everybody. Singing songs and rhymes together is a great way to develop their communication and language skills in a fun and engaging way. Children are offered opportunities to create their own music and we work alongside our music lead to ensure our children are exposed to musical in real-life, such as singing assemblies listening to our choir perform or enjoying a performance from our school band. Staff use music to create atmospheres and discuss emotions, as well as modelling musical vocabulary such as loud/quiet/stop/fast/slow.



What does Music look like in the EYFS?
Building the foundations for the National Curriculum through our Early Years.



Examples of embedding Music across EYFS provision;

- Singing takes place across the day and curriculum - maths songs, tidy up songs, lining up songs, songs linked to topics
- Listening and emphasising rhythm and steady beats in stories
- Different genres of music in the background to create different atmospheres-calm music for focus writing, lively music for movement and physical development, atmospheric movement to discuss things like weather, space etc
- Visits and experiences of listening/observing/engaging with musicians playing a variety of instruments
- Instruments available for the children for both indoor and outdoor provision.
- Scarves, ribbons, streamers used when moving so children can demonstrate feeling the rhythm and pace of different styles of music.
- In PE, children develop their understanding of vocabulary such as move, stop, fast, slow, high, low



In the EYFS, PSHE is mirrored through our Personal, Social and Emotional Development (PSED) area of learning. This area focuses on supporting children in developing a positive sense of themselves and others, forming positive relationships, and developing social skills. Throughout their time in EYFS, PSED underpins all that we do. As teachers and staff we ensure that we form positive and nurturing relationships with each of our children that respond to their individual qualities and needs. We are then quick to support the children in building relationships with their new classmates and how to be a member of our school community—teaching them our West Jesmond Way. Children have ample opportunities to develop and grow their sense of self—what makes them special, what makes them unique, what are their talents and interests and to grow an understanding of recognising and modifying their feelings and emotions. Staff are constantly engaging with the children through their play, supporting them in working alongside and with others, resolving conflicts fairly where necessary and building tolerance and understanding. Through stories, snack times, class discussions we learn how to keep our mind and bodies healthy. Children are given ample opportunities to make choices and decisions for themselves in their independent play, and are encouraged to vocalise and show what is important to them. We give children the language and confidence to speak up when they need to, or if something is unjust and we work with all of the children in recognising and valuing different points of views. Children are encouraged to develop a positive sense of themselves. The EYFS recognises that personal, social, and emotional development is interconnected with the other prime areas of learning, namely physical development and communication and language. This holistic approach ensures that children's development is supported in a well-rounded manner.



What does PSHE look like in the EYFS?
 Building the foundations for the
 National Curriculum through our Early
 Years.



Examples of embedding PSHE across EYFS provision;

- **Positive Relationships:** Creating a positive and supportive environment where children can form secure attachments with their teachers and peers is crucial.
- **Emotional Literacy:** Educators help children identify and understand their emotions. This includes providing opportunities for children to express their feelings through activities, discussions, and creative outlets.
- **Social Skills Development:** Activities that encourage sharing, taking turns, and cooperating with others are integrated into the daily routine. Group activities and play help children learn important social skills.
- **Conflict Resolution:** Children are guided in resolving conflicts peacefully. Teachers model positive conflict resolution strategies and teach children how to express their feelings and negotiate with others. Time is given through ample play to develop these skills in working with others.
- **Encouraging Independence:** Children are encouraged to develop independence and self-help skills. This includes tasks like dressing themselves, feeding, and tidying up, which promote a sense of autonomy and self-confidence. It also includes children making choices for themselves in their play provision.
- **Celebrating Diversity:** Activities and resources that promote understanding and appreciation of diversity are incorporated into the curriculum. This helps children develop a positive self-identity and respect for others.
- **Circle Time and Group Discussions:** Regular circle time activities provide opportunities for children to share their thoughts, feelings, and experiences. This helps in developing communication skills and a sense of belonging within the group.
- **Storytelling and Role Play:** Stories and role-playing activities are used to explore different emotions, social situations, and relationships. This allows children to understand and navigate a variety of social and emotional scenarios.
- **Physical Activities:** Outdoor play and physical activities contribute to emotional well-being by allowing children to release energy, develop gross motor skills, and enhance their overall health.
- **Parental Involvement:** Collaboration with parents and families is a key feature of our EYFS helping to support an alignment between the child's home and school environments supporting their personal, social, and emotional development.