



Early Years Foundation Stage

What is the Early Years Foundation Stage?

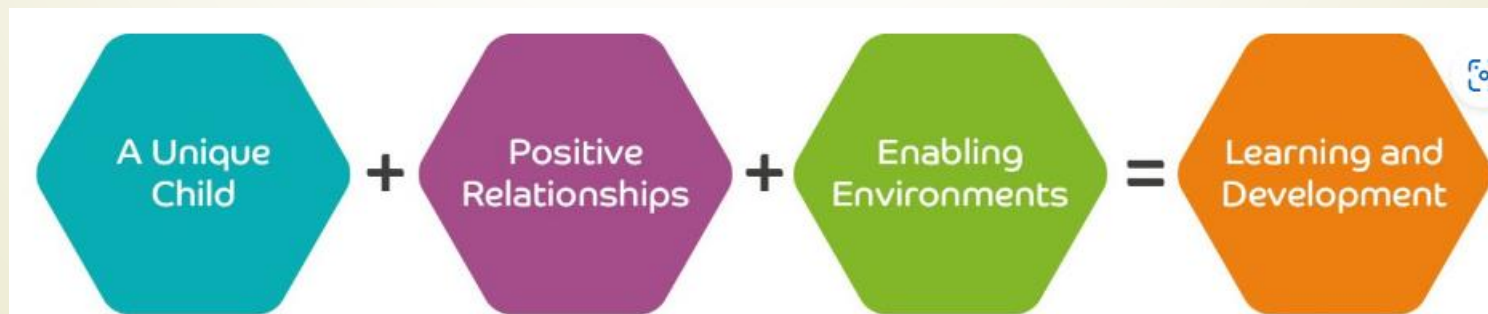
- ▶ The Early Years Foundation Stage (EYFS) statutory framework sets out the standards that all providers must meet for the learning, development and care of children from birth to five years old.
- ▶ These standards are followed by schools, preschools, playgroups, nurseries and registered childminders and are intended to make sure that children learn and develop well and are kept healthy and safe.
- ▶ The EYFS intends to build strong foundations for children's future learning and development.

What are the main principles in EYFS?

The four principles of the EYFS underpin all the guidance in Development Matters, which is designed to show how these principles work together for children in the EYFS.

All children develop in different ways and development is not a linear or automatic process. It depends on each unique child having opportunities to interact in positive relationships and enabling environments that encourage their engagement and recognise their strengths. All children have agency and curiosity to learn and will interact with other people and the world around them in different ways.

Understanding these different ways of knowing about the world is central to understanding who children are and how best to support their development.



The four principles of the Early Years Foundation Stage (EYFS) are:

1. **Unique Child:** Every child is a unique learner.
2. **Positive Relationships:** Children learn through positive interactions with adults and peers.
3. **Enabling Environments:** The physical and social environment should support learning and development
4. **Learning and Development:** Children develop and learn in different ways at different rates.



What is the EYFS Statutory Framework?

The Early Years Foundation Stage (EYFS) statutory framework is a government document that all schools and Ofsted-registered early years providers in England must follow. It sets standards for the learning, development and care of your child from birth to 5 years old. The standards ensure your child will learn and develop well and are kept healthy and safe.

The EYFS framework outlines seven areas of learning and development and educational programmes. There are three prime areas of learning, which are particularly important for your child's development and future learning:

The Prime areas of learning

Communication and
Language

Physical Development

Personal, Social and
Emotional Development

Specific areas of learning

Literacy

Mathematics

Understanding the
world

Expressive arts
and design

What are the prime areas?

Communication and Language

Includes listening to others, communicating needs and developing language and vocabulary.

Physical Development

Includes developing control in making large movements (e.g. walking, running, jumping) and small movements (e.g. holding mark-making tools).

Personal, Social and Emotional Development

Includes recognising emotions, sharing resources with others and making friends as well as selfcare skills, such as getting dressed, eating healthily and using the toilet.

What are the Specific Areas?

There are four specific areas of learning, through which the prime areas are strengthened and applied:

Literacy

Includes learning about rhymes and syllables, identifying letter sounds, reading words and simple sentences and writing letter sounds, words and sentences. Phonics can be used to help EYFS children develop some of these skills.

Understanding the World


Includes learning about celebrations, festivals and special events, finding out about people and communities and developing an understanding of why things happen and how they work.

Mathematics

Includes counting, identifying numbers, recognising shapes and patterns and simple comparisons of measure, such as height.

Expressive Arts and Design

Encourages the development of imaginative and creative skills by encouraging children to explore different materials, role-play activities and music.



Each day, children will have opportunities to develop skills across these Areas of Learning.

These activities will take place both indoors and outdoors.

Many activities will support the development of skills from several different Areas of Learning. For example, a painting activity encourages children to develop creative skills as they express their ideas through paint, physical skills as they improve control of the brush, communication and language skills as they talk about their play and personal, social and emotional skills as they share materials, take pride in their work and appreciate the work of others.

What is Teaching and Learning like in EYFS?

Teaching and learning in the EYFS may involve a variety of approaches.

However, a commitment to learning through play is a very important part of the Foundation Stage.

Children should often have opportunities to learn through activities they choose and in which they take the lead.

Interactions with both adults and children are very important for learning and adult-led activities, in which adults guide learning, are also often part of early years practice.


Why is Play Important?

- ▶ The EYFS framework identifies the essential role of play in your child's development.
- ▶ It is through both child-led play and play guided by an adult that your child will develop confidence and relationships with others. Through play, EYFS practitioners will help your child to extend their vocabulary and develop their communication skills. The EYFS framework identifies three characteristics of effective teaching and learning:
- ▶ **playing and exploring** **active learning** **creating and thinking critically**

A greater focus on teaching specific skills will occur as your child progresses through their reception year, which will help them to prepare for year one.



High-quality play enables children to:

- explore new objects and activities
 - develop and apply new skills and knowledge
 - set their own challenges and develop independence and resilience
 - improve their communication skills
 - learn how to work with others
 - improve their ability to self-regulate and develop their imagination and creativity.
- 



How to keep an interaction flowing

Strategies based on the work of Julie Fisher

Commenting
My hands are getting colder in the water .

Pondering
I wonder if...
I wonder why...

Imagining
Let's pretend we...
Perhaps...
I can imagine...

Connecting
Do you remember when/how...
It's just like when we...

Thinking aloud
I'm going to try...
I did something like this before...

Talking about feelings
I think Ted is upset because he's missing his Mummy too

Reflecting back
I think you've chosen the best bricks there because ...

Posing problems
Maybe there's a way to remember who's had a turn?

Explaining/informing
If you turn the saw like this you'll be able to cut right through



Communication is key

How to develop independent learners....





How do we assess in EYFS?

EYFS practitioners use their professional knowledge to understand your child's level of development. If they have any concerns about your child's progress, they will discuss these with you. Three formal assessments take place during the EYFS:

- Two-Year Progress Check (this will happen between the ages of 24 to 36 months)
- Reception Baseline Assessment (at the start of the reception year)
- Early Years Foundation Stage Profile (at the end of the EYFS)

Your child's Early Years Foundation Stage Profile will be shared with you at the end of the EYFS. This will inform you of your child's progress and whether they have met or are continuing to work towards their early learning goals (ELGs). There are 17 ELGs your child is expected to achieve by the end of the EYFS.

Communication and Language

Listening, Attention and Understanding

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

Speaking

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

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

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

Managing Self

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

Building Relationships

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

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

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

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

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

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

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

Word Reading

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

Writing

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