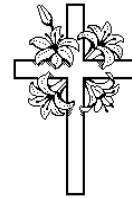


What is the Early Years Foundation Stage?



The Early Years Foundation Stage Statutory Framework ([EYFS framework](#)) is the curriculum that the Government sets for all Early Years providers (0-5 years) to make sure that 'all children learn and develop well and are kept healthy and safe'. (Department for Education).

All children are expected to achieve the 17 Early Learning Goals by the end of the Reception year in school. Up to this point, they have age bands that they are working towards achieving (3-4 years and the Reception year within our school).

The Framework is divided into 3 sections;

- 3 prime areas of learning
- 4 specific areas of learning
- Characteristics of Learning

The Prime Areas

Personal, Social and Emotional Development, which is about making relationships and getting along with other children and adults, having confidence and self-awareness, and being able to manage their feelings and behaviour. Below is the Early Learning Goal for the end of the Reception year.

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

Communication and Language, which is about developing good listening and attention skills, to have good understanding and also speak and express themselves clearly. Below is the Early Learning Goal for the end of the Reception year.

Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development, which is about large and small movements in a variety of ways, having good control and co-ordination, handling different tools and equipment well. It also covers health and self-care, looking at ways to keep healthy and safe. Below is the Early Learning Goal for the end of the Reception year.

Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

The Specific Areas

Literacy, which is about stories, rhymes, books and reading, and also mark making/writing. Phonics is a large part of this area. Below is the Early Learning Goal for the end of the Reception year.

Literacy	Comprehension	<ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• Anticipate (where appropriate) key events in stories.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word Reading	<ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs.• Read words consistent with their phonic knowledge by sound-blending.• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	<ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed.• Spell words by identifying sounds in them and representing the sounds with a letter or letters.• Write simple phrases and sentences that can be read by others.

Mathematics, which looks at numbers, number bonds, pattern, counting, shape, space and measure. Below is the Early Learning Goal for the end of the Reception year.

Maths	Number	<ul style="list-style-type: none">• Have a deep understanding of number to 10, including the composition of each number.• Subitise (recognise quantities without counting) up to 5.• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Numerical Patterns	<ul style="list-style-type: none">• Verbally count beyond 20, recognising the pattern of the counting system.• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World, which is about people and communities and helps children understand about the world they live in, including ICT. It links into aspects of Science, RE, History and Geography. Below is the Early Learning Goal for the end of the Reception year.

Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
	The Natural World	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design, which develops different forms of expression, exploring music, dance and song, encouraging children to be creative in all respects. It also focuses on media and materials and imaginative/pretend play. Below is the Early Learning Goal for the end of the Reception year.

Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

The Characteristics of Effective Learning

There are three Characteristics of Effective Learning. Children will begin learning through playing and exploration, then have self-motivation to actively seek out new experiences and finally use the skills and knowledge they have learn to become critical thinkers and solve problems.

We use these questions to prompt thinking about the knowledge you have about an individual child and the way they learn.



Active Learning Motivation

Keeping on trying

I believe that if I keep trying or change what I'm doing, it will pay off.

I stick with an activity even when challenges arise.

I am able to bounce back after difficulties.

I can keep focussed on my activity for a period of time.

I am able to show high levels of energy and fascination.

I am really pleased when I meet my own goals.

Achieving what I set out to do

I am proud of how I've accomplished something, not just the end result.

I enjoy meeting challenges and not just as a way of getting praise.



Being involved and Concentrating

I am able to pay attention to details.

I am not easily distracted.

Creating and Thinking Critically Thinking

Having my own ideas

I am able to think of ideas.

I am able to find new ways to do things.

I can develop ideas of grouping, sequencing, cause and effect.

I am able to review how well my approach worked.

I can find ways to solve problems.

Making Links

I can change my approach or strategy when needed.

Choosing ways to do things

I can plan, choose how to approach a task, solve a problem and reach a goal.

I am able to check how well an activity is going.

I am able to make predictions.

I make links and notice patterns in my experience.

I am able to test my ideas.



Assessment

In order to identify and plan for children's successful learning and development, the adults working with the children observe them throughout the day to identify their interests, how they learn, and their progress in each area of learning and development. Staff use the [EYFS framework](#) and [Development Matters](#) to inform their understanding of child development and progress. Staff report the results of the Early Years Profile (EYP) to parents at the end of their child's reception year.

Building strong relationships and work closely with parents to build a successful home-school partnership is very important and can provide additional information about a child from their main care-giver. They may be able to do things at home that they don't do and show in school. Parents have a vital role in supporting their children's learning and development, and need to know what to expect in relation to their child's development through the different age bands of the EYFS. [What to expect in the Early Years Foundation Stage: a guide for parents](#) is a simple guide which takes parents through the expectations of each age band in the EYFS and how they can support their children's learning and development.