



Early Years Foundation Stage



The Early Years Foundation Stage (EYFS) 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) There are 17 early learning goals to be aimed for by the end of the Reception year in school.

The Framework is divided into 3 sections;

1. Characteristics of Learning
2. 3 prime areas of learning
3. 4 specific areas of learning

The Characteristics of Effective Learning

Playing and exploring - finding out and exploring, playing with what they know and being willing to 'have a go'.

Active Learning - being involved and concentrating, persevering and enjoying achieving, what they set out to do.

Creating and thinking critically - having their own ideas, making links and choosing ways to do things.

The Seven Areas of Learning

Prime Areas

Personal, Social and Emotional Development - making relationships and getting along with other children and adults, having confidence and self-awareness, and being able to manage their feelings and behaviour.

Communication and language - developing good listening and attention skills, to have good understanding and also speak and express themselves clearly.

Physical Development - 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.

Specific Areas

Literacy - stories, rhymes, books and reading, and also mark making/writing.

Mathematics - numbers, counting, shape, space and measure.

Understanding the World - people and communities and helps children understand about the world they live in, including ICT.

Expressive Arts and Design - developing 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.

Early Years Foundation Stage Planning

The staff plan to deliver a broad and balanced curriculum that encompasses all aspects of the Development Matters document across the year, based on the observations of children’s play and what their interests are. This appears in the weekly enhancements to the continuous provision, as well as in the adult-led focuses and group-time work. There are also opportunities to explore a variety of topics of work, including those suggested by the children.

Nursery and Reception Topics (Year A)

| Autumn | Spring | Summer |
|--|--|---|
| <p>Ourselves – Children will use their senses to explore the world around them</p> <p>Winter festivals – Children will learn about different festivals celebrated around the world</p> | <p>It’s all about the weather – Children will investigate the different types of weather where they live and around the world</p> | <p>Real life superheroes – Children will dive into the lives and occupations of others</p> |

Nursery and Reception Topics (Year B)

| Autumn | Spring | Summer |
|--|---|---|
| <p>Homes – Children will encounter the magic and mystery, structure and construction of different types of homes</p> <p>Winter festivals festivals – Children will learn about different festivals celebrated around the world</p> | <p>Growing and changing – Children will look closely at similarities and differences in their immediate environment. They will make observations and ask questions</p> | <p>Under the sea – Children will sail the seven seas, joining the inhabitants of the ocean</p> |

Early Years Foundation Stage Assessment

In order to identify and plan for children's successful learning and development, staff observe children throughout the day to identify their interests, how they learn, and their progress in each area of learning and development. Staff use Early Years Outcomes to inform understanding of child development through the early years and work closely with parents to build successful home-school partnerships. Staff report the results of the early years profile (EYP) to parents at the end of the reception year. An electronic learning journal is also maintained for each child and is shared with parents and carers.

It is widely recognised the vital role that parents have in supporting their children's learning and development. Parents need to know what to expect in relation to their child's development through the different age bands of the EYFS.