

# Early Years Foundation Stage



## The Early Years Foundation Stage

**There are 3 prime areas of learning and 4 specific areas of learning linked to the Early Learning Goals.**

# Prime Areas of Learning

## Communication and Language

### **Listening and attention:**

- Children listen attentively in a range of situations.
- They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- They give their attention to what others say and respond appropriately, while engaged in another activity.

### **Understanding:**

- Children follow instructions involving several ideas or actions.
- They answer 'how' and 'why' questions about their experiences and in response to stories or events.



### **Speaking:**

- Children express themselves effectively, showing awareness of listeners' needs.
- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- They develop their own narratives and explanations by connecting ideas or events.

# Physical Development

## **Moving and handling:**

- Children show good control and co-ordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.
- They handle equipment and tools effectively, including pencils for writing.



## **Health and self-care:**

- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.



# Personal, Social, Emotional Development



## **Self-confidence and self-awareness:**

- Children are confident to try new activities, and say why they like some activities more than others.
- They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- They say when they do or don't need help.

## **Managing feelings and behaviour:**

- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
- They work as part of a group or class, and understand and follow the rules.
- They adjust their behaviour to different situations, and take changes of routine in their stride.

## **Making relationships:**

- Children play co-operatively, taking turns with others.
- They take account of one another's ideas about how to organise their activity.
- They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.



# Specific Areas of Learning

## Literacy

### **Reading:**

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words.
- They demonstrate understanding when talking with others about what they have read.



### **Writing:**

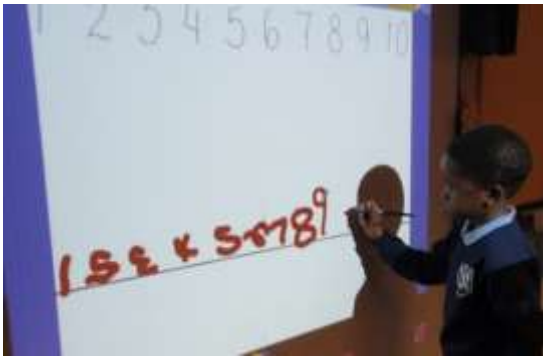
- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words. They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.



# Mathematics

## Numbers:

- Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.
- Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.
- They solve problems, including doubling, halving and sharing.



## Shape, space and measures:

- Children use everyday language to talk about size weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- They recognise, create and describe patterns.
- They explore characteristics of everyday objects and shapes and use mathematical language to describe them.



# Understanding the world

## **People and communities:**

- Children talk about past and present events in their own lives and in the lives of family members.
- They know that other children don't always enjoy the same things, and are sensitive to this.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.



## **The world:**

- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another.
- They make observations of

animals and plants and explain why some things occur, and talk about changes.

## **Technology:**

- Children recognise that a range of technology is used in places such as homes and schools.
- They select and use technology for particular purposes.



## Expressive Arts and Design

### **Exploring and using media and materials:**

- Children sing songs, make music and dance, and experiment with ways of changing them.
- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.



### **Being imaginative:**

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.





## **How Young Children Learn**

### **Playing:**

Playing—indoors and out, alone and with others, quietly or boisterously—allows children to find out about things, try out and practise ideas and skills, take risks, explore their feelings learn from mistakes, be in control and think imaginatively. Playing is an important centre of learning for young children.

### **Being with other people:**

As well as developing emotional security and social skills, being with other people—other children and adults—stimulates ideas and involvement that move learning forward.

### **Being active:**

Young children need to move and learn and remember things by taking experiences in through the senses as they move. Sitting still for too long can disrupt learning.

### **Exploring new things and experiences:**

Children's deep curiosity leads them to use all their senses to explore in real hands-on activities and then put the information together in their own minds to form ideas and make sense of the world.

### **Talking to themselves:**

In '*self-speech*' children use out-loud thinking to clarify their thoughts, regulate their activities, take on imaginative roles and rehearse their skills.

### **Communicating about what they are doing with someone who responds to their ideas:**

Even before they can talk in words, children are keen to share their ideas through sounds, gesture and body language. Talk helps children to understand what they experience. It is important that they have a chance to express their own ideas, as well as have conversations to hear other people's ideas, extend their thinking and use language about learning.

### **Representing ideas and experiences:**

Children deepen their understanding as they recreate experiences or communicate their thinking in many different ways—in role-play or small world play, pictures, movements, models and talk.

### **Meeting physical and mental challenges:**

Working out what to do, trying hard, persevering with problems, finding out and thinking for themselves are opportunities for developing real understanding. These challenges may occur in play or in real-life or planned activities.

### **Being shown how to do things:**

Children learn skills by watching others or being shown how to do something. Adults or peers may directly instruct, model, guide or demonstrate.

### **Practising, repeating, applying skills:**

Rehearsing skills in similar tasks or new contexts helps children to build mastery, to enjoy their own expertise and to consolidate what they can do.

### **Having fun:**

There is no place for dull, repetitive activities. Laughter, fun and enjoyment, sometimes being whimsical and nonsensical, are the best contexts for learning. Activities can be playful even when they are not actually play.



# **Reporting Children's Learning and Achievement at the End of EYFS**

## **EYFS Profile:**

Throughout the EYFS your child's achievements in all areas of learning will be tracked in their profile.

## **Areas of Learning:**

At the end of Reception you will receive a report based on your child's profile which summarises their attainment against the Early Learning Goals in each of the Areas of Learning.

## **Characteristics of Effective Learning:**

Alongside this your child's development of the Characteristics of Effective Learning (below) will be reported on.

### **By Playing and Learning:**

- Finding out and exploring.
- Using what they know in their play.
- Being willing to have a go.



### **Through Active Learning:**

- Being involved and concentrating.
- Keeping on trying.
- Enjoying achieving what they set out to do.

### **By Creating and Thinking Critically:**

- Having their own ideas.
- Using what they already know to learn new things.
- Choosing ways to do things and finding new ways.