



# THE EYFS

An overview

# WHAT IS THE EYFS?

- It's the framework which sets the standard for the learning, development and care of children in England from birth to five years old.
- It applies to all OFSTED-registered settings, including childminders, preschools, private nurseries, school settings.
- It is based on the idea that children need to use concrete experiences to provide the building blocks of their learning.
- It identifies seven areas of learning which link to KS1.

# THE FOUR PRINCIPLES OF THE EYFS

## THE UNIQUE CHILD

Children respond to different learning methods and bring their own experiences and preferences to the setting. Every child is capable being a strong, resilient learner with the right guidance.

## ENABLING ENVIRONMENTS

The environment in which a child learns should prompt and encourage good learning techniques. An enabling environment is one that caters to each individual child's needs and gives them the freedom to expand their knowledge and development.

## POSITIVE RELATIONSHIPS

Children should be encouraged to be strong and independent when required, forming the basis for positive relationships that they will go on to have. They should also be given the safety and security to bolster the relationships they have with those closest to them

## LEARNING AND DEVELOPMENT

By following the EYFS Seven Areas of Learning, both Prime and Specific, each child will be taught a wide range of skills to aid their physical and mental development.

# SEVEN AREAS OF LEARNING

prime areas

## COMMUNICATION & LANGUAGE

Listening, attention, understanding and speaking.

## PERSONAL, SOCIAL & EMOTIONAL

Self-regulation, managing self and building relationships

## PHYSICAL DEVELOPMENT

Fine and gross motor skills.

specific areas

## LITERACY

Comprehension, word reading and writing.

## MATHS

Number, numerical pattern.

## UNDERSTANDING THE WORLD

Past & present; People, culture & communities; The Natural World

## EXPRESSIVE ARTS & DESIGN

Creating with materials; Being imaginative and expressive.

All areas are interconnected.

# HOW DOES THIS LINK WITH KS1/2?

EYFS – PRIME AREAS	National Curriculum
These three areas underpin <u>all areas of learning</u> and also have specific links to...	
<b>Communication &amp; Language</b>	English
<b>Personal, Social &amp; Emotional Development</b>	PSHE RE
<b>Physical Development</b>	Literacy (writing) P.E. DT Art & design

EYFS – SPECIFIC AREAS	National Curriculum
<b>Literacy</b>	English
<b>Maths</b>	Maths
<b>Understanding the World</b>	Science Geography History RE Computing
<b>Expressive Arts &amp; Design</b>	Art DT Drama Music



# CHARACTERISTICS OF EFFECTIVE LEARNING

NOT “*JUST PLAY*”!

## PLAYING & EXPLORING

Finding out & exploring  
Being willing to have a go.  
Playing with what they know.

## ACTIVE LEARNING

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

## CREATIVE & THINKING CRITICALLY

Making links  
Solving problems and having their own ideas.  
Choosing ways to do things.

# EARLY LEARNING GOALS – NEW!

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

Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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 the teacher.</li> </ul>

Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
	Fine Motor Skills	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip.</li> </ul>

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

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

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

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

# HOW MIGHT THIS LOOK?



Lots of play!



Open-ended activities to allow children to direct their learning



1:1 and small group activities led by an adult



Whole class teaching



Areas of learning overlapping



Learning not going as intended...but great learning nonetheless!



Learning often not-recorded by the child.



Mess, chaos, noise...engagement!

# WHAT'S HAPPENING HERE?



# WHAT'S HAPPENING HERE?

## PHYSICAL DEVELOPMENT

Using tools; scissor skills.  
Using an effective pencil grip.  
Developing hand strength & dexterity through manipulating materials.



## LITERACY

Writing their name, signs & labels.  
Creating a narrative using story language and structures.



## COMMUNICATION & LANGUAGE

Vocabulary.  
Listening and responding to peers in play.  
Expressing and explaining their interests, ideas and experiences.

## PERSONAL, SOCIAL & EMOTIONAL

Sharing resources and playing/working co-operatively.  
Solving conflicts.



## EXPRESSIVE ARTS & DESIGN

Constructing to achieve a planned goal.  
Using different techniques, e.g. joining materials.  
Making use of props to support role play.  
Inventing a narrative.



## UNDERSTANDING THE WORLD

Applying their experiences through play.  
Map making.  
Local community and occupations

...plus so much more!



# ALL CHANGE!

## WHAT?

- ELGs changed/simplified/more connected to KS1.
- Exceeding judgement is removed.
- Greater focus on *vocabulary* and *self-regulation*.
- No LA moderation

## WHY?

- Improve outcomes, particularly in language and literacy. Better prepare children for the Yr 1 curriculum.
- Reduce unnecessary paperwork to spend more time with children.
- Focus efforts on those children that need us most.



ANY QUESTIONS?