



The Early Years Foundation Stage

Statutory Framework for the Early Years **Foundation Stage**

The Early Years Foundation Stage sets standards for the learning, development and care from birth to 5 years old.

The 'goal' is for children to achieve 17 Early Learning Goals by the end of their Reception year.

Similarly to the National Curriculum, there is statutory and non-statutory guidance to follow in order to support children in achieving these.

Updated in 2021.

Teaching and Learning in Red Class

Whole-class teaching:

Planned sessions based on curriculum
Around 15mins on carpet
Active participation

Adult-led groups:

Writing activity – Usually 1 per week – Linked to whole-class teaching
Maths follow-up as needed – Consolidate and extend
Other focused activity where appropriate
Objective-led planning
Intervention groups

Independent learning:

Learning through play
Enhanced provision – things added to the core areas that link to the learning focus for the week, children's next steps or children's interests
Progression of skills in each area
Adults 'dive in' and teach 'in the moment'

Teaching and Learning in Red Class

Each day, we have a clear focus for the adult-led teaching:

Monday and Tuesday – Communication & Language / Literacy

Wednesday and Friday – Mathematics

Thursday – Physical Development (PE and Forest Schools)

Other areas of learning often link to the whole-class teaching too (e.g. looking at feelings whilst reading *The Colour Monster*; exploring different cultures whilst learning about Diwali).

Daily phonics teaching

Teaching and Learning in Red Class

Some discrete, whole-class teaching of other 'subjects' takes place where appropriate – for example a music lesson, a circle-time PSHE session, a science lesson linked to our topic or theme.

The main idea is that most of the learning comes through play – children do not spend long periods of time working with an adult at a table or on the carpet.

The environment is set up so that children can independently choose and access resources that they wish to take into their play. Additional 'enhancements' and 'provocations' are also set up.

Teaching and learning is adaptable to meet the children's needs – whilst we do have a long-term plan that ensures coverage and progression across the year, we also incorporate children's interests and next steps into the teaching and learning.

Teaching and Learning in Red Class

Children's learning in Red Class is captured as follows:

- ✚ Floor Books – Our Learning Journey and Our Maths Journey – photographs, quotes from children, examples of their work
- ✚ Evidence Me – electronic portfolio in which experiences are captured 'in the moment' through photos and notes of what children say and do, and how they respond when an adult questions, challenges or models something
- ✚ Google Classroom – whole-class learning 'highlights' will be shared on the stream
- ✚ Writing books – children use these when working on a writing activity in an adult-led group
- ✚ Adults' observations, interactions and notes
- ✚ Objective-led planning – children's personalised next-steps in key areas are recorded and developed through adult interaction; children then 'move on'

This evidence base is used to inform next-step planning of teaching and learning opportunities, and to create an assessment judgement 3x per year.

Characteristics of Effective Learning

The characteristics of effective teaching and learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- **playing and exploring** – children investigate and experience things, and ‘have a go’
- **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The Importance of Play

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems.

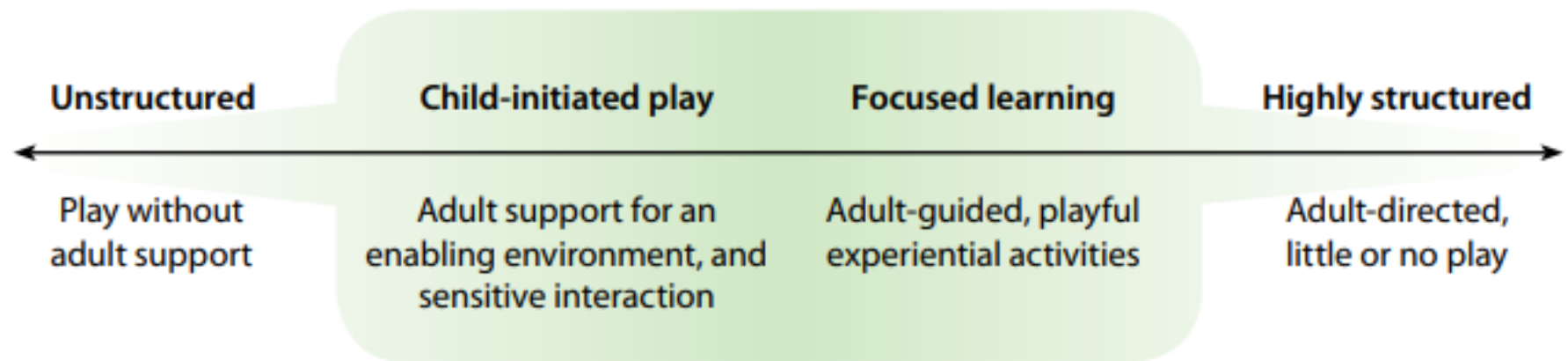
Children learn by leading their own play, and by taking part in play which is guided by adults.

Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.

Research on successful outcomes of Early Years provision – both in the short term and for later success in school and as adults – has pointed to some general guidelines. The best outcomes for children's learning occur where most of the activity within a child's day is a mixture of:

- child-initiated play, actively supported by adults
- focused learning, with adults guiding the learning through playful, rich experiential activities.

This can be illustrated as a continuum of approaches as seen below.



At one end, too little adult support can limit learning. While play without adults can be rich and purposeful, at times it can become chaotic or repetitive activity which is 'hands-on, brains-off'. At the other end of the scale, too much tightly directed activity deprives children of the opportunity to engage actively with learning. Effective Early Years practitioners will organise the time, space and activities in the daily routine to reflect the overall combination which best supports children's well-being and learning.

Learning Can Be Messy

Playing outside is so important. I run and jump and get lots of fresh air. Sometimes I might get grass or mud on my clothes.



Using a knife and fork at lunchtime is tricky! Sometimes I get food on my clothes!

I sometimes get pen and paint on my clothes! This is because I am developing creative skills and exploring lots of different ways of making amazing art!



Our mud kitchen is so much fun! I use all my senses, which is so important for my development. It also helps me use my imagination and practise playing with my friends nicely!

Exploring in the water tray is giving me lots of maths and scientific skills! I love pouring, filling and emptying! I usually wear an apron but sometimes my clothes get wet!



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Exploring with playdough and other messy play resources like foam or food, helps me to develop fine motor control and build up muscles and coordination in my hands and fingers. I will need these when I learn to write.



When I get messy, I have been showing curiosity, determination, persistence, imagination and confidence!

Prime Areas of Learning

- Communication and Language
 - Listening, attention and understanding
 - Speaking
- Personal, Social and Emotional Development
 - Self-regulation
 - Managing self
 - Building relationships
- Physical Development
 - Gross motor skills
 - Fine motor skills

Specific Areas of Learning

- Literacy
 - Comprehension
 - Word reading
 - Writing
- Mathematics
 - Number
 - Numerical patterns
- Understanding the world
 - Past and present
 - People, culture and communities
 - The natural world
- Expressive arts and design
 - Creating with materials
 - Being imaginative and expressive

Communication and Language

This area is divided into 2 strands – **Listening, Attention and Understanding, and Speaking** – and covers some of the following aspects:

- ✚ Listening attentively and responding to what they hear
- ✚ Vocabulary
- ✚ Articulating their ideas – well-formed sentences, accurate use of tenses, using conjunctions
- ✚ Developing social phrases and holding back-and-forth conversations
- ✚ Participating in discussions
- ✚ Engaging in story-times, talking about and retelling stories, engaging with non-fiction texts

Personal, Social and Emotional Development

This area is divided into 3 strands – **Self-regulation, Managing Self and Building Relationships** – and covers some of the following aspects:

- + Building constructive and respectful relationships
- + Working and playing collaboratively with others
- + Expressing and moderating their feelings and considering the feelings of others
- + Learning to wait for what they want and to control their impulses
- + Setting their own goals and showing resilience and perseverance
- + Explaining the reasons for rules and trying to behave accordingly
- + Managing their own basic needs (e.g. dressing, toileting, healthy food choices)

Physical Development

This area is divided into 2 strands – **Gross Motor Skills** and **Fine Motor Skills** – and covers some of the following aspects:

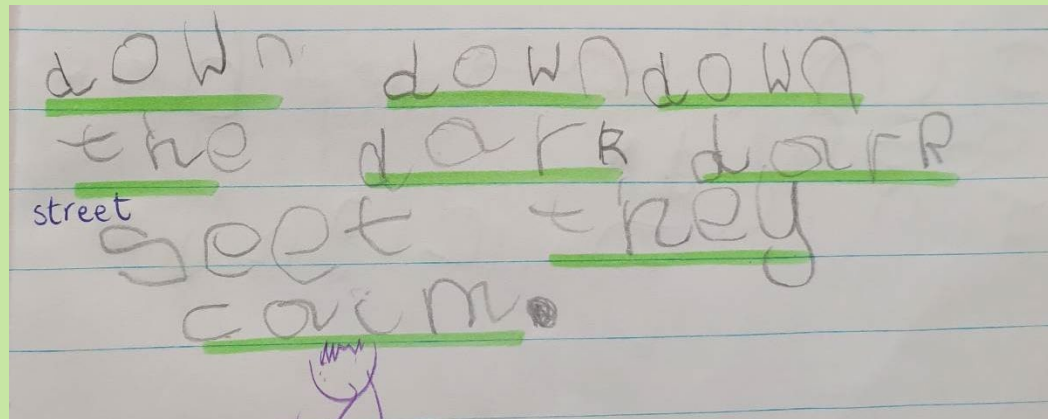
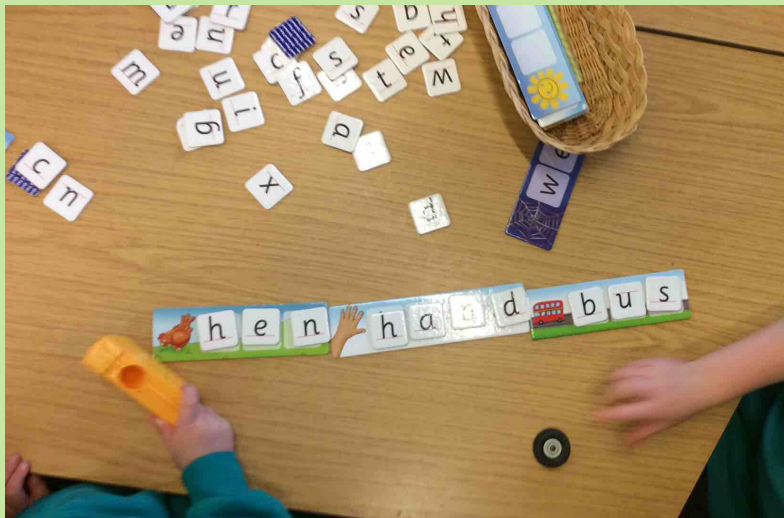
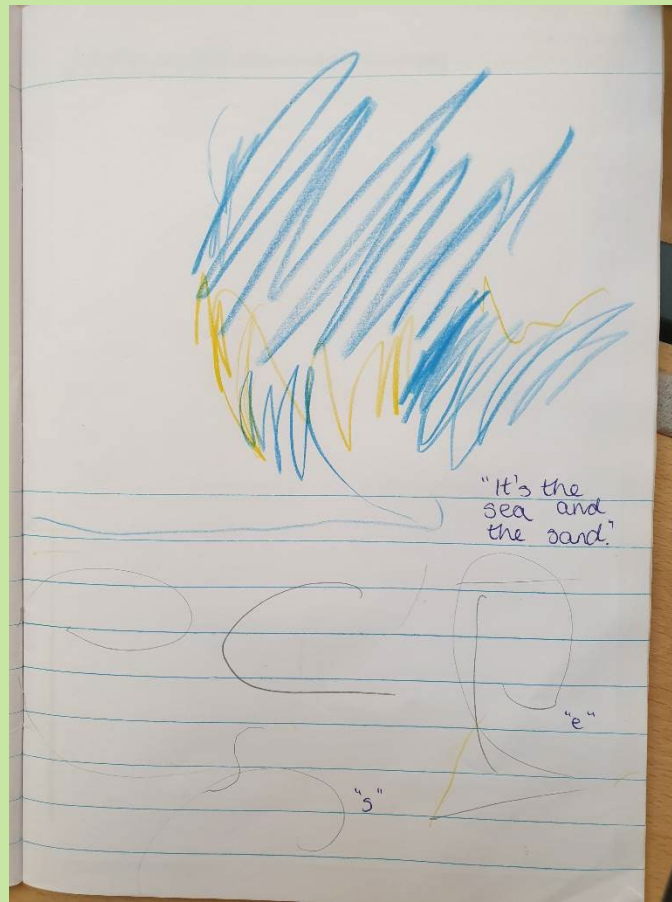
- ✚ Fundamental movement skills (e.g. rolling, jumping, running, hopping, skipping, climbing) and moving energetically
- ✚ Developing overall body strength, co-ordination, balance and agility
- ✚ Developing ball skills
- ✚ Using a range of tools competently, safely and confidently
- ✚ Developing the foundations of a fast, accurate and efficient handwriting style, using a tripod grip
- ✚ Showing care and accuracy when drawing



Literacy

This area is divided into 3 strands – **Comprehension, Word Reading, and Writing**– and covers some of the following aspects:

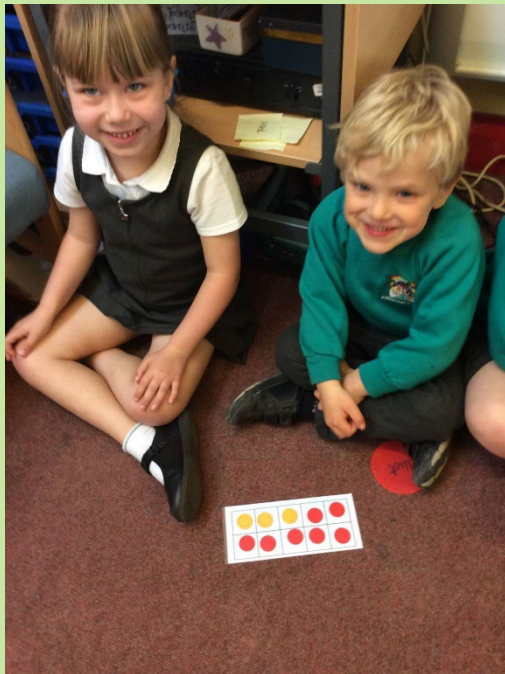
- ✚ Retelling stories and narratives, anticipating key events in stories
- ✚ Using newly-acquired vocabulary
- ✚ Saying sounds for each letter of the alphabet and for digraphs
- ✚ Reading by using their phonic knowledge
- ✚ Writing recognisable letters
- ✚ Spelling and writing words, phrases and sentences using the GPCs they know



Mathematics

This area is divided into 2 strands – **Number and Numerical Patterns** – and covers some of the following aspects:

- ✚ Counting with 1-1 correspondence
- ✚ Subitising (recognising an amount without the need to count)
- ✚ Linking numerals with their cardinal value
- ✚ Exploring the composition of numbers
- ✚ Recalling number bonds
- ✚ Exploring number patterns such as evens/odds and doubles



Mathematics

Whilst there are no Early Learning Goals or curriculum objectives for shape, space and measure, these key areas will still be taught:

- ✚ Developing spatial reasoning skills
- ✚ Copying, continuing and creating patterns
- ✚ Exploring the properties of 2D and 3D shapes
- ✚ Comparing length, weight and capacity

Understanding the World

This area is divided into 3 strands – **Past and Present, People Culture and Communities, and The Natural World** – and covers some of the following aspects:

- ✚ Talking about, describing and naming people who are familiar to them in their family and their community
- ✚ Understanding the past through settings, characters and events in stories and by identifying how things were different in the past
- ✚ Recognising that people have different beliefs and celebrate special times in different ways
- ✚ Recognising similarities and differences between life in this country and life in other countries
- ✚ Exploring the natural world around them and understanding seasonal changes



Expressive Arts and Design

This area is divided into 2 strands – **Creating with Materials and Being Imaginative and Expressive** – and covers some of the following aspects:

- ✚ Using and exploring a variety of materials, tools and techniques
- ✚ Sharing their creations and explaining the processes they have used
- ✚ Inventing, adapting and recounting narratives and stories and developing storylines in their pretend play
- ✚ Learning and performing rhymes, songs and poems
- ✚ Engaging in music-making and dance

4 & 5-year-olds: how you can help me with my learning

Communication & Language

- Play games with me where I have to listen to your instructions such as a treasure hunt.
- Share a wide range of books and stories with me, including non-fiction and poetry.
- Talk out aloud, commenting on your actions and mine. This helps me hear clear, well-formed sentences.
- Encourage me to have lots of back and forth conversations with other children and adults.

Personal, Social & Emotional Development

- Listen carefully to me. Encourage me to express my feelings using words.
- Help me solve problems by talking them through with me. This will help me keep going even when I find it really hard.



Physical Development

- Give me time and space to be highly active and get out of breath every day.
- Encourage me to crawl on all fours, climb, pull myself up on a rope and hang on monkey bars. These activities will help me develop the strength I need for writing.
- Let me use one-handed tools like peelers and knives.

4 & 5-year-olds: how you can help me with my learning

Mathematics

- [Name small groups of things, this helps me to 'subitise'](#) (instantly seeing how many without counting) e.g. "There are 3 slices of pizza left."
- Ask me to count out a number of things from a group, e.g. "Could you get me 6 eggs?"
- Make number snap or bingo with numerals and pictures. Match the numerals with the right amount.
- Make patterns with objects, e.g. buttons or shells. Such as 'big, small, big...' Make a mistake and talk with me about how to fix it.

Understanding the World

- Share photos and tell stories about my family, both past and present.
- Take me to places of worship and places of local importance in my community.
- Let me help you cook. Talk about changes such as 'melting' or 'boiling'

Literacy

- Keep reading with me everyday. Share books that let me see people of different races, cultures, gender and religion.
- Play games where you give me an instruction like "Can you h-o-p?" I have to put the sounds of the word together.
- Let me make up stories – you could write them down for me and we could act them out.
- Make a photo book of our family or when we went to the park and let me write my own words in it.



Expressive Arts & Design

- Sing and dance with me when we hear our favourite songs. Encourage me to make up my own routine.
- Give me string, scissors, glue, sticky tape and boxes to make a model.

Changes to the EYFS for 2021

In 2019, the government proposed changes to the EYFS. These changes have now been made and all early years settings and schools have followed the new EYFS from September 2021.

The aim of the changes is to improve the learning for all children and better prepare them for the move into year 1.

There are some key changes:

- Reducing the amount of unneeded evidence and assessments
- Emphasising the importance of developing communication and language skills
- Focusing on reading stories to help development in all areas of learning
- Encouraging healthy choices and an understanding of oral health

Assessment

Children will be assessed as 'On track' or 'Off track' throughout the year, and will be judged as to whether they have achieved the ELGs at the end of the year.

'Exceeding' judgements have been removed. Children are encouraged to have a deeper understanding ('mastery') rather than being moved on to new learning.

The ELGs are not the curriculum – we have developed our own term-by-term progression and 'curriculum goals' for our school.

EGPS Curriculum Goals

CLL: Ask a relevant question and make a relevant comment. Converse with friends and familiar adults. Use an increasingly wide vocabulary. Use Makaton to greet others and make simple requests.

PSED: Consider and respond to the feelings of others in order to work collaboratively. Show determination to complete a goal. Show resilience in the face of challenge. Show curiosity about the world around them.

PD: Use tools effectively (e.g. pencil, scissors, paintbrush, cutlery). Show co-ordination and core strength needed to take part in physical activity. Manage own self-care and hygiene. Safely explore and use indoor and outdoor spaces to play and learn

Lit: Orally retell a familiar story, using key vocabulary. Respond to questions relating to non-fiction texts. Read simple sentences and books using phase 2, 3 and 4 phonic knowledge. Write a simple text (e.g. story, fact-book).

Mat: Show a deep understanding when using numbers to 10. Compare and describe quantities and measures using mathematical vocabulary. Recognise the pattern of the counting system to use numbers beyond 10. Recognise, name and describe some 2D and 3D shapes using mathematical vocabulary.

UW: Understand and describe the place they hold as part of their family and communities. Talk about some things that were different in the past. Appreciate and talk about different religious and cultural communities in their home town and around the world. Celebrate, care for and wonder at their immediate natural world.

EAD: Perform for an audience. Build a repertoire of songs and provide instrumental accompaniment. Use their imagination and experience of art to create personal masterpieces. Share their art and design creations with a group, explaining the features and processes.

In addition to the statutory Early Learning Goals, we have devised our own 'EGPS Curriculum Goals' – things that we want our children to achieve by the end of their time in Reception.