

All about the
EYFS



Expected Outcomes

- Familiarise with the EYFS Statutory Framework
- Have an understanding of the EYFS goals and areas for learning
- The importance of play in the EYFS
- Have information regarding Development Matters
- Understand Assessment and Tracking
- Have time to reflect on Safeguarding and Welfare requirements
- Time to consider any changes and ensure you are carrying out statutory requirements

Do you have any questions before we start? This will help guide the aspects we focus on and ensure any questions are answered.

Have you got a copy?



Statutory framework for the early years foundation stage

Setting the standards for learning,
development and care for children from
birth to five

Published: 31 March 2021

Effective: 1 September 2021



The EYFS

The Early Years Foundation Stage (EYFS) is a statutory framework.

- It sets the standards that all early years providers must meet to ensure that children learn and develop well
- It ensures children are kept healthy and safe
- It ensures that children have the knowledge and skills they need to start school

The Statutory guidance is issued by law, you must follow it unless there's a good reason not to do so.



The EYF S

This statutory framework is for:

- school leaders
- school staff
- childcare providers
- childminders
- out of school providers

It relates to:

- local authority-maintained schools
- non-maintained schools (schools not maintained by a local authority)
- independent schools
- academies and free schools
- nurseries
- private nursery schools
- pre-schools/playgroups
- childminding



The EYFS

The Early Years Foundation Stage guidelines aim to provide:

- Quality and consistency in all early years classes
- A secure foundation through learning opportunities tailored to the needs of pupils of this age group
- Partnership working between parents and practitioners
- Equality of opportunity to support children of all backgrounds

The Overarching Principles

These 4 overarching principles should shape practise in Early Years Settings:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Section 1 – Learning and Development

Characteristics of Effective Learning

- The EYFS has the Characteristics of Effective Learning at the heart of the curriculum. Children need motivation to learn.
- Motivation is more important than knowledge and is the key to success for children and adults. Think of the Characteristics of Effective Learning as instilling motivation to not only succeed in Early Years, but to also become lifelong learners.



The Seven Areas of Learning and Development

The 3 Prime areas are critical for the development of young children and are fundamental to more structured learning as they get older. :

**Communication
and Language**

**Personal, Social
and Emotional
Development**

**Physical
Development**

Below are classed as the specific areas of learning

Literacy

Mathematics

**Understanding
the World**

**Expressive Arts
and Design**

The Early Learning Goals (The EYFS Framework)

Early Learning Goals

- The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.
- The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends.
- Instead, the ELGs should support teachers to make a holistic, best-fit judgement about a child's development and their readiness for year 1.

The Early Learning Goals (The EYFS Framework)

Early Learning Goals

- When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Multiple sources of written or photographic evidence are not required, and teachers should not record unnecessary evidence.

EYFS – Communication and Language

Communication and language is split into two sections, putting listening and understanding together and a greater focus on the importance of language development.

These are the foundations of literacy and a Prime Area in the EYFS. Without these skills children will not be able to move onto Literacy.



EYFS – Communication and Language

ELG: Listening, Attention and Understanding

- 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.

ELG: Speaking

- 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.

EYFS – Personal, Social and Emotional Development

PSED in the EYFS is a Prime Area of Learning. In the EYFS it is given a high priority as there is evidence to show without secure PSED children cannot achieve and this should also be reflected in the school's curriculum.

Education and Health are closely linked ...

There is evidence to show that a strong focus on wellbeing for children gives increased academic achievement ; “Promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes AND their health and wellbeing outcomes” (Public Health England 2014).

EYFS – Personal, Social and Emotional Development

ELG: Self-Regulation

- 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.

ELG: Managing Self

- 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.



EYFS – Personal, Social and Emotional Development

ELG: Building Relationships

- 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.



EYFS – Physical Development

This is the third prime area of learning. It focuses on the link between gross and fine motor skills.



EYFS – Physical Development

ELG: Gross Motor Skills

- 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.

ELG: Fine Motor Skills

- 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.



EYFS - Literacy

There is a focus on literacy learning in earlier ages including a link between understanding and later reading and writing skills. Children in Early Years learn these skills through phase 1 then phase 2 phonics, as well as through storytelling, small world and role play, mark making in play, drawing and painting.



EYFS - Literacy

ELG: Comprehension

- 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.

ELG: Word Reading

- 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.



EYFS - Literacy

ELG: Writing

- 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.



EYFS - Mathematics

Covering the objectives in the EYFS for maths through play

- Maths has taken less of a focus on shapes and more of a focus on patterns. Shape work is included in Development Matters but not in the ELG.
- Practitioners are able to work on shaping their own way of teaching maths which can be done through play and short adult led activities.



EYFS - Mathematics

ELG: Number

- 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.

ELG: Numerical Patterns

- 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.

EYFS – Understanding the world

- There is a greater focus on widening experiences in line with cultural capital.
- It is recognised that as children get so much technology already at home and that I-pads are not age appropriate for early years children, there is no prescribed end goal for technology. UTW therefore focuses more on building scientific knowledge.



EYFS – Understanding the world

ELG: Past and Present

- 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

ELG: People, Culture and Communities

- 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

EYFS – Understanding the world

ELG: The Natural World

- 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



EYFS – Expressive Arts and Design

Includes a wider variety of tools, materials and techniques to develop creative skills.

ELG: Creating with Materials

- 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.

ELG: Being Imaginative and Expressive

- 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 try to move in time with music.



Play in the EYFS

Play underpins the EYFS. It also underpins learning and all aspects of children's development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills. For most children their play is natural and spontaneous although some children may need extra help from adults.



Play in the EYFS

Adult-led activities provide opportunities for introducing new knowledge or ideas, and for developing and practising skills. The activities can provide a new stimulus, or an opportunity to revisit or further develop learning.

Sometimes the activities could be prompted by children's interests as observed in their play.



Play in the EYFS

Ofsted sees play as a vital part of learning. During inspections, they will consider how 'leaders and practitioners create and plan the play environment' and observe children at play when gathering evidence.



Special Educational Needs

In the early years, it's crucial that every child has the opportunity to learn and develop, including children with Special Education Needs or Disabilities (SEND).

Planning and implementing support plans as early as possible is crucial. Delaying at this stage means that children will go longer without the support they need, which can lead to future problems such as lower self-esteem and poor behaviour and attitudes towards learning. Implementing support at an early stage is an important part of preparing for adult life even from the earliest years.



SEN Code of Practice

Have you got a copy?



SEN Code of Practice

Here's a brief overview of what the SEND Code of Practice Early Years covers:

- Principles of the Code
- Working together across education and health to achieve joint outcomes
- The Local Offer
- How to improve outcomes
- SEN in Early Years
- SEN Support in Early Years
- Preparing for adult life even from the earliest years
- Support and assessment plans





Department for Education

Development Matters

Non-statutory curriculum guidance for the early years foundation stage

First published September 2020
Revised July 2021



Development Matters is a non-statutory curriculum guidance for the early years foundation stage (EYF) for children aged 3 to 5 years. It provides a framework for the early years curriculum, including the early learning goals (ELGs) and the early years fundamental curriculum (EYFSC).

The guidance is designed to be used by early years practitioners to plan and deliver the early years curriculum. It provides a framework for the early years curriculum, including the early learning goals (ELGs) and the early years fundamental curriculum (EYFSC).

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Introduction

It is important to understand the meaning of the early years curriculum for the early years foundation stage.



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Some practitioners find Development Matters useful as it is broken down into clear ages and stages of development, so you can easily find guidance and information for the specific age group that you need.



Development Matters

Overview of changes

| Development Matters 2012 | Development Matters 2021 |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Focused on the four themes of the EYFS (unique child, positive relationships, enabling environment, learning and development). | Focuses on seven areas effective practice. |
| Observation, assessment and planning cycle visual included. | Observation, assessment and planning cycle visual not included. |
| Six age bands with several overlaps. | Three age bands with no overlap. |
| Includes what adults could do/provide. | Includes examples of how to support his more predominantly. |
| The seven areas divided into strands. | The seven areas not divided until ELGs. |
| Assessment all the way through, ticking off. | Observation checkpoints in the Prime areas. |
| Early learning goals included. | Early learning goals not included as they are not the curriculum. Now in Statutory Framework. |

Development Matters

Key features of effective practice

Development Matters, 2021 gives 7 key features of effective practice:

- The very best for every child
- High quality care
- The curriculum – what we want children to learn
- Pedagogy
- Assessment
- Self regulation and executive function
- Partnership with parents



Development Matters

English as an additional language

In Development Matters, 2021 there is a section on children with English as an additional language so practitioners can ensure they do not fall behind.

There are also suggestions of activities all the way through which is really useful.



Your own curriculum



Julian Grenier suggests a 'progress model approach' which seems similar to Alistair Bryce Clegg's skills-based learning approach where for example, you start off your reception year in art with basic levels of equipment and as the year goes on you want them to develop their skills, so you will scaffold children during play to explore and colour mixing, for example, noticing a colour to make for a purpose. As the year goes on you might add different more complex tools, try mixing your own powder paints etc. So, you have that progress model as the year goes on which can be developed for every area. In the big picture all the time we are scaffolding children, guiding, and supporting making sure all children are accessing all the opportunities so that we know children are making progress, they are secure in their learning. What you are checking is which children are capable and which children need more help to access all the resources and make progress. At the end of the day, we want all children to make progress it is not about having three next steps for each child. Development Matters sits in the background to help you map out your curriculum, it is there to guide you, not to tick off when complete. Early Years practitioners have the judgement to take what's important from this, Development Matters is a guidance not prescription.

Have a go...

What will you take away to use in your own teaching?

What will your curriculum for learning look like?



Section 2 - Assessment

Tracking and Assessment

The statutory assessments in Early Years:

- 2 Year Progress Check
- Baseline in Reception (RBA)
- Early Years Foundation Stage Profile (EYFSP)

Practitioner knowledge is much more valued and Ofsted will not be looking at non-statutory paperwork.

The 3 M's

Is the assessment...

- **Meaningful?**
- **Manageable?**
- **Moving the child's learning forward?**



Tracking and Assessment

Assessment is designed to be completed as and when wow moments happen and not half termly, there is no expectation to track and assess at all until the end of the Reception year, most practitioners will use their own knowledge to assess.

There should be no tracking, predicting or ticking of statements and instead looking at checkpoints to ensure children are on track.



Observations

Assessments take place on a daily basis in EYFS through the form of observations. The goals and expected development for early years children across the seven areas of learning and development, as well as changes between different ages and stages and these expectations, will inform practitioner observations.

Observations

Children in early years will all have a learning journey. These are documents that record observations about the child. EYFS practitioners will observe children as they play to understand the child's current attainment and to plan for their next steps. These observations form the majority of EYFS assessments and are shared with parents and carers.

Involving Parents

Sharing the EYFS curriculum with parents and carers will help them to understand the importance of it and the stages of their child's development. They will be more able to best support their child's learning at home.

By inviting parents and carers to contribute their own observations of their child's learning at home, a more complete picture of a child's development can be achieved for the practitioner.

Early Learning Goals

The ELG's are not to be used as part of the curriculum but to use by Reception teachers to check at the end of the year if children have reached them and to use with discussions with parents and year 1 teachers.



Early Learning Goals

Completing the Foundation Stage profiles is crucial in enabling children's transition to the National Curriculum.

For each of the seven areas of learning, the Early Learning Goals are considered 'emerging' or 'expected'. Schools report their data to their Local Authority, who are looking for the number of children that achieve a 'good level of development', also known as GLD.



Section 3 – Safeguarding and Welfare

Safeguarding and Welfare

A crucial aspect of the EYFS are recommendations on safeguarding and child well-being. Safeguarding is a key part of the EYFS, and all those working within early years within any capacity (including voluntary roles) should be aware of EYFS safeguarding measures.



Check that you are meeting the Safeguarding and Welfare Requirements



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Keeping children safe in education 2022

Statutory guidance for schools and
colleges

1 September 2022



Safeguarding and Welfare

There are 10 areas of safeguarding and wellbeing that childcare providers must follow. These are:

- Child protection
- Suitable people
- Staff qualifications, training, support and skills
- Key person
- Staff-child ratios
- Health
- Managing behaviour
- Safety and suitability of premises, environment and equipment
- Special educational needs
- Information and records



Safeguarding and Welfare

Safeguarding training (also sometimes referred to as child protection training) is a legal requirement for all professionals who come into contact with children and vulnerable adults in their work.

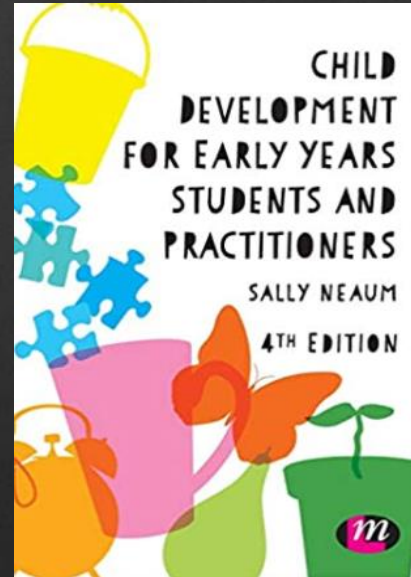
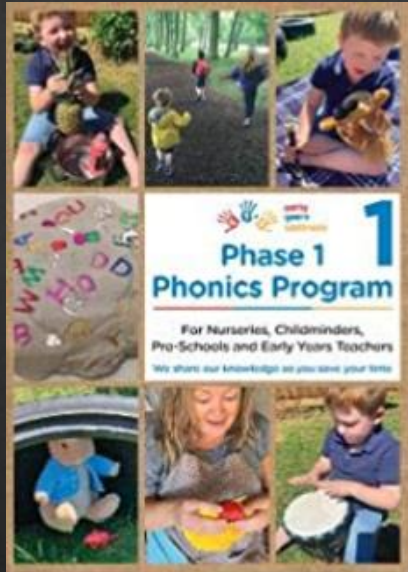
Always ensure your training is valid and up-to-date.



Further Reading

Working with the revised
Early Years Foundation Stage:
Principles into Practice

Julian Grenier



Further Support

Look to <https://www.earlyyearsstaffroom.com/>

A website for early years professionals. It contains fantastic planning, resources, blogs, CPD and more!

We share our knowledge so you save your time.



Feedback from participants



Comments..... please add
comments on the post-its or upload
on:

support@earlyyearsstaffroom.com

