

# EYFS Framework

## Introduction

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding

children should have at the end of the academic year in which they turn five)

- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

Four guiding principles should shape practice in early years settings. These are:

- 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

## Areas of Learning and Development

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language
- physical development
- personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and

applied. The specific areas are:

- literacy
- Mathematics
- understanding the world
- expressive arts and design

## The Early Learning Goals

### The Prime Areas

#### 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 and 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.

## **The Specific Areas**

### **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.

Year A	Autumn 1 The Big Build	Autumn 2 Arctic Adventures	Spring 1 To the Rescue!	Spring 2 Our Amazing World	Summer 1 Wonderful Weather	Summer 2 Sun, Sea and Sand
Technology	Turning on the interactive screen—getting to know technology in the classroom	Turning on a laptop Turning on a CD player to put on a song when they want.	Taking photos using the tablets	Taking videos using the tablets	Recording weather findings on a chart on the interactive whiteboard.	Draw a picture using the interactive whiteboard, iPad or Laptop.
Understanding the World: The World	Looking at the similarities and differences of houses from different countries.	Looking at properties of different materials. What do we wear in winter?	Exploring the change of rescue equipment over the years	Nature walk– Looking at the change of season.	Investigating plants- Looking at the different parts of plants and create a picture using the different parts.	Exploring our environment and why it is important to us.
Understanding the World: People and Communities (RE, History)	Talk about our family, holidays we have been on, new babies in the family, special celebrations we have had together.	What does Christmas look like around the world?	Who looks after our community?	Amazing people around the world. Looking at different people who have impacted on our community.	Looking at clothing from different areas of the world and comparing them to what we wear.	Talk about past and present events. Listen to other peoples beliefs and why it is important to treat their ideas with respect.
Physical Development: Moving and Handling	Investigating different ways to use our legs to move e.g. running, jumping, climbing, hopping or hopping; slow down, change direction; throwing and catching a ball or bean bag. Using pencils, paintbrushes to make marks on paper; cut paper with scissors; thread beads—funky fingers					
Physical Development: Health and Self-Car	Dressing for PE; Washing hands for snack time and after going to the toilet or doing a messy activity; making healthy snacks and talking about how to keep healthy.					
Expressive Arts and Design: Exploring and Using Media and Materials; Being Imaginative	Create houses using different materials. What materials are strong? What shapes could I use to make the windows?	Winter wonderland crayon pictures. Making paper snowflakes.	Role-play—Builders , Fire station	Nature pictures. Using only resources from outside to create pictures. Role-play—Airport	Create a piece of music that represents different weather types. Create a dance for each type of weather.	Role-play– Life Boat [Outdoor] Ice-cream shop/beach [Indoor]
Personal Social and Emotional: Making Relationships; Self-Confidence and self-awareness; Managing Feelings and Behaviour	Talking about our feelings—what makes us sad, happy etc. Using story books to talk about how the characters feel in the story. How can we help someone feel happy when they are sad?	Sharing and turn taking—why is this important? How do we feel when someone is not willing to share a toy?	Dreams and Goals—talk about what you would like to be when you grow up. Jobs that people do.	Healthy Me—how do I keep health doing exercise and eating healthy snacks.	Being confident and having a go—performing their African music.	I can ask for help—talking to others about what they need for their art work e.g. choice of materials, paint brushes etc.

Year A	Autumn 1 The Big Build	Autumn 2 Arctic Adventures	Spring 1 To the Rescue!	Spring 2 Our Amazing World	Summer 1 Wonderful Weather	Summer 2 Sun, Sea and Sand
<p>PHONICS—These are the phonics sounds that children should know by the end of reception m,a,s,d,t,i,n,p,g,o,c,k,u,b,f,e,l,h,sh,r,j,v,y,w,th,z,ch,qu,x,ng,nk</p> <p>We will also explore digraphs ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p>						
Communication and Language: Listening and Attention; Understanding; Speaking	Retell the story of 'The Three Little Pigs' Act out the story of 'The Three Little Pigs'	Sharing and talking about each other's toys. Helicopter stories—Creating there own Artic adventure story..	To talk about past and present events based upon rescues.	Create a News video about nature. Creating and asking their own questions about our world.	Sequence ideas about different types of weather	Beebots—following more than one instruction and applying it to an interactive toy.
Literacy: Reading; Writing	Focus Book—The Three Little Pigs	Focus Books— The Gruffalo's Child Oi Dog	Focus book– Red bus	Focus Book—Tree	Focus Book– Poems for all year round	Focus Book—Starlight
Mathematics: Numbers; Shape, Space and Measure	Looking for numbers in the environment. Looking at numbers in stories. Why do we need numbers?	Creating their own bracelets using repeated patterns.	Number of wheels on cars—doubling, taking one wheel away, problem solving. How many different shapes can you see in a vehicle? Create your own 2D shape pictures of vehicles and build 3D models with junk modelling shapes.	Putting plants in order of height and measuring how many cubes high a plant grows and compare. Estimate and measure.	Lady birds—Doubling spots on lady birds Fruit—Sharing fruit, toys and marbles between a friend.	Role-play Ice-cream shop—using pence and pounds to role pay buying and selling ice-cream

Year B	Autumn 1 Piran to Perranwell	Autumn 2 Toys	Spring 1 Great Explorers	Spring 2 Travel & Transport	Summer 1 Africa	Summer 2 Titanic
Technology	Turning on the interactive screen—getting to know technology in the classroom	Turning on a computer Pressing buttons to make toys work	Using ipads to take pictures or plants as explorers	Create transport pictures using Paint Programme	Using a CD player to listen to African music—musical statues, stop and start	Use Beebots to travel across the ocean from one island to another.
Understanding the World: The World (Science and Geography)	Name parts of the body—sing heads, shoulders knees and toes. Using our senses. Draw a picture of your home and stick onto a large whole class basic map. Where is the shop and school? Talk about how to get from one place to another. Using car mats.	What are toys made from? How do they feel e.g. soft, hard, fluffy—using our senses.	Nature walks—finding different plants. Planting seeds—grow zone activities Making weather stations Location of hot and cold areas of the world e.g. beach, jungle, arctic Animals and their habitats	Using our bodies to move like cars i.e. forwards, backwards, under a bridge, over a bridge etc	Insects and how people across the world may look different. African culture—houses, schools, clothes, music, art.	Investigating floating and sinking using different shaped vessels.
Understanding the World: People and Communities (RE, History)	Talk about my family, holidays we have been on, new babies in the family, special celebrations we have had together.	Old toys and new. Diwali and Nativity	Talk about the jobs that people do and what is an explorer. Different faiths and beliefs of the different explorers.	How transport has changed through history. Using horses instead of cars etc	African culture and how life may different in different parts of the world.	Talk about events beyond living memory e.g. Titanic, understanding that this was a very long time ago
Physical Development: Moving and	Investigating different ways to use our legs to move e.g. running, jumping, climbing, hopping or hopping; slow down, change direction; throwing and catching a ball or bean bag. Using pencils, paintbrushes to make marks on paper; cut paper with scissors; thread beads—funky fingers					
Physical Development: Health and Self-Care	Dressing for PE; Washing hands for snack time and after going to the toilet or doing a messy activity; making healthy snacks and talking about how to keep healthy.					
Expressive Arts and Design: Exploring and Using Media and Materials; Being Imaginative	Create self portraits—choosing my own materials for my art. Include—eyes, ears, mouth, nose—link to work on senses.	Design and create junk model toys.	'We're Going On A Bear Hunt' - act out and change the words.	Design and create obstacle courses for different toy vehicles.	Playing instruments along to African music. Mixing paints for African Art.	Sea themed art—choosing different materials and textures with a blue theme for collage.
Personal Social and Emotional: Making Relationships; Self Confidence and self-awareness; Managing Feelings and Behaviour	Talking about our feelings—what makes us sad, happy etc Using story books to talk about how the characters feel in the story. How can we help someone feel happy when they are sad?	Sharing and turn taking—why is this important? How do we feel when someone is not willing to share a toy?	Dreams and Goals—talk about what you would like to be when you grow up. Jobs that people do.	Healthy Me—how do I keep health doing exercise and eating healthy snacks.	Being confident and having a go—performing their African music.	I can ask for help—talking to others about what they need for their art work e.g. choice of materials, paint brushes etc



Year B	Autumn 1 Piran to Perranwell	Autumn 2 Toys	Spring 1 Great Explorers	Spring 2 Travel & Transport	Summer 1 Africa	Summer 2 Titanic
PHONICS	These are the phonics sounds that children should know by the end of reception m,a,s,d,t,i,n,p,g,o,c,k,u,b,f,e,l,h,sh,r,j,v,y,w,th,z,ch,qu,x,ng,nk					
Communication and Language: Listening and Attention; Understanding; Speaking	Talk about journey to school and how to get from one place to another using a car mat and toy vehicles.	Sharing and talking about each other's toys.	Making up my own explorer story and tell it in order.	Following instructions in PE—moving like a vehicle and listening to the next instruction.	Creating and asking their own questions about African culture.	Beebots—following more than one instruction and applying it to an interactive toy.
Literacy: Reading; Writing	Focus book—'The Mousehole Cat'	Focus book—'Traction Man'	Focus book—'We're Going on a Bear Hunt'	Focus book—'Red Bus'	Focus book—'Handa's Surprise'	Focus book—'Lost and Found'
Mathematics: Numbers; Shape, Space and Measure	Looking for numbers in the environment. What numbers can you spot on your journey to school?	Toy Shop—using pence and pounds to role play buying and selling toys.	Putting plants in order of height and measuring how many cubes high a plant grows and compare. Estimate and measure.	Number of wheels on cars—doubling, taking one wheel away, problem solving. How many different shapes can you see in a vehicle? Create your own 2D shape pictures of vehicles and build 3D models with junk modelling shapes.	Patterns in maths—repeating paint patterns, making bracelets necklaces linked to African design. Sharing fruit evenly between friends—linked to 'Handa's Surprise'	Investigating size of boats, putting them in order, making their own boats and comparing sizes.