

Introduction to the EYFS



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Lead



Intention of today's training

- To give an overview of the Early Years Foundation Stage (EYFS) and discuss how it is implemented at GET.
- To outline the recent changes to the EYFS framework.



What is the Early Years Foundation Stage?

The Early Years Foundation Stage covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

All schools and Ofsted registered early years providers in England must follow the EYFS.



Guiding principles of the EYFS



- 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
- Children develop and learn at different rates

Seven areas of learning and development in the EYFS

The **three prime areas** are crucial for igniting children's curiosity and enthusiasm for learning.



Communication and Language



Personal, Social and Emotional Development



Physical Development

The three prime areas are strengthened and applied through the **four specific areas**.



Literacy



Mathematics



Understanding the World



Expressive Arts and Design

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)

The ELGs support EYFS practitioners to make a holistic, best-fit judgement, at the end of the year, about a child's development, and their readiness for year 1.

Each school is required to assess the children against the ELGs and submit this information to the Local Authority. Each child will be assessed as either emerging, meeting or exceeding in each early learning goal.



Personal, Social and Emotional Development



Self regulation

Building relationships

Managing self

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.



Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • 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.
	Managing Self	<ul style="list-style-type: none"> • 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.
	Building Relationships	<ul style="list-style-type: none"> • 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.



ELG: Personal, Social and Emotional Development



Key person system and the development of strong, warm and trusting relationships with the adults in their class and each other.

positive behaviour management and our Golden Rules

play support, role play and modelling

unique child

regular circle times

How do we support Personal, Social and Emotional Development?

PSED lessons

planned activities that encourage collaboration and turn taking

friendly frogs intervention

topics around the different aspects of healthy lifestyles

support children to develop good personal hygiene practices



Communication and Language

Listening, attention and understanding

Speaking



Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.





ELG: Communication and Language

Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none">• 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.
	Speaking	<ul style="list-style-type: none">• 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.



Physical Development

Gross motor

Fine motor



Physical development involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children will also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.



ELG: Physical Development



Physical Development	Gross Motor Skills	<ul style="list-style-type: none">• 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.
	Fine Motor Skills	<ul style="list-style-type: none">• 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.



opportunities to use a range of tools and equipment, both independently and with support from adults

regular independent PD learning challenges

play support and modelling

finger gym

weekly PE sessions

How do we support Physical Development?

happy hands intervention

weekly handwriting sessions

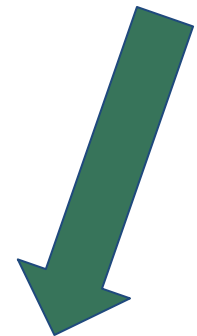
bikes and scooters

daily opportunities for outdoor learning

challenging climbing equipment



Literacy



Comprehension



Word reading



Writing



Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.





Literacy	Comprehension	<ul style="list-style-type: none">• 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.
	Word Reading	<ul style="list-style-type: none">• 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.
	Writing	<ul style="list-style-type: none">• 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.

ELG: Literacy



Mathematics

Number

Numerical patterns



Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

ELG: Mathematics



Maths	Number	<ul style="list-style-type: none">• 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.
	Numerical Patterns	<ul style="list-style-type: none">• 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.



daily mathematics lessons

regular independent maths learning challenges

play support and modelling

maths mastery approach

well resourced maths area

How do we support Mathematical Development?

practical maths using a range of materials

maths boosters

daily opportunities for outdoor maths learning

open ended maths investigations



Understanding the world



Past and present

People, cultures and communities

The natural world



Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.



Understanding the World	Past and Present	<ul style="list-style-type: none">• 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.
	People, Culture and Communities	<ul style="list-style-type: none">• 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.
	The Natural World	<ul style="list-style-type: none">• 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.

ELG: Understanding of the world



topic based creative curriculum, including a cultural curriculum

topic tables

weekly RE lessons

outdoor learning

regular opportunities to explore the natural world e.g. forest school

links with the local community

How do we support a child's development in Understanding of the World?

school trips

experiments and investigations

regular enrichment activities and visitors

class pet corners

investigation stations



Expressive Arts and Design



Creating with materials

Being imaginative and expressive



Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

ELG: Expressive Arts and Design



Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none">• 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.
	Being Imaginative and Expressive	<ul style="list-style-type: none">• 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 (when appropriate) try to move in time with music.



topic based creative curriculum

regular independent creative learning challenges

play support and modelling

Writedance, dance and music and movement sessions

well resourced creative area

How do we support children's development in Expressive Arts and Design?

opportunities to watch and be involved in performances by visiting artists.

daily singing and music sessions

role play activities linked to our book of the week

exciting role play areas



The Characteristics of Effective Learning



Characteristics of Effective Learning

Playing and exploring – engagement

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active learning – motivation

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

Creating and thinking critically – thinking

Having their own ideas
Making links
Choosing ways to do things

Changes to the EYFS Framework

Why Have the Changes Been Made?

In 2019, the government proposed changes to the EYFS. These changes have now been made and all early years settings and schools will follow 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.

To help make the right changes, evidence was looked at to find the best ways children can be supported in developing as they grow.



The changes also hope to give children the **best** start in life and set them up well for their future.

Not all parts of the EYFS have changed, some elements have remained the same or similar.

Changes to the EYFS Framework

Some Key Changes

1. **Reduced the amount of unneeded written recordings and assessment of children by staff.**
 - This means staff do not need to keep a large amount of written evidence that proves children are able to do lots of things.
 - Staff still know the abilities and skills of each child, and know how to support them to develop. However, now they do not need to write this down unnecessarily.
 - This frees up more time for staff to spend directly with the children.
 - By taking away the need for constant recording, it helps to develop more natural play, conversations and interaction between adults and children.



Changes to the EYFS Framework

Some Key Changes

2. **There is more of an emphasis on the importance of developing communication and language skills.**
 - Children should be supported in building up vocabulary by increasing the amount of words they know and can use.
 - Encourage more conversations between adults and children, but also children and their peers.
 - Good language skills are the basis for all other learning and social interaction, so this is vital to focus on.



Changes to the EYFS Framework

Some Key Changes

3. **There is a focus on how reading stories is important to help children develop in all of Areas of Learning.**
- Daily reading of stories encourages an enjoyment of reading from a young age.
 - Lots of other learning opportunities happen when looking at books, for example comparisons of culture or the past.
 - Listening to stories develops imagination, ideas and language.
 - Reading is an essential skill and so should be shown to children, as well as practiced by them regularly.
 - Children are also encouraged to use story ideas in their play.



Changes to the EYFS Framework

Some Key Changes

- 4. There is a focus on encouraging healthy choices overall and an understanding of oral health.**
- Required to teach children the importance of brushing teeth.
 - Focus on helping children to understand which choices to make that will help them to be healthy, for example which foods to eat and why.
 - Getting into good routines from a young age is important as these often continue into adult life.



Changes to the EYFS Framework

Overview of Changes to the Early Learning Goals

At the end of the reception year, children are assessed against the **17 Early Learning Goals**.

It is important to remember that:

- The ELGs are not a test. Staff will use what they already know about a child to make their decisions.
- The ELGs are not the EYFS curriculum. They should not be used to be taught to, they are just an end point.

Changes have been made to the Early Learning Goals so that they are now clearer, easier to use and understand.

They have also been adapted to better match up with the national curriculum in year 1. This will help children to be better prepared for their move to the next key stage.

Exceeding judgements have also been removed. Children are now encouraged and challenged to have a greater depth and understanding of things before moving onto new learning.