

Statutory framework for the early years foundation stage

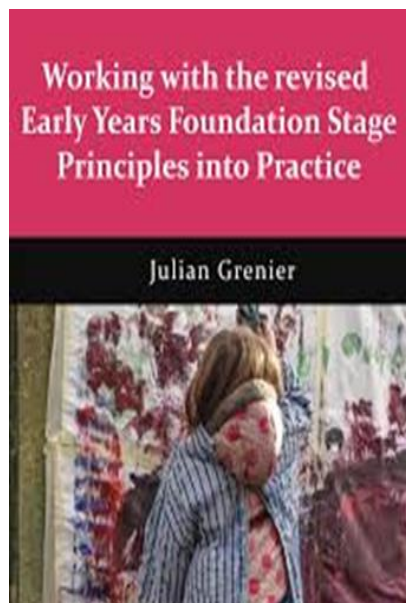
Setting the standards for learning,
development and care for children from
birth to five

Published: 31 March 2021

Effective: 1 September 2021

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EYFS 2021



New way of assessing,
moving away from
data.

New ELGS and
no 'exceeding'
judgement.

New EYFS
Framework

Oral health
must now be
included in the
curriculum



New Baseline

New Reading
Framework

Reduced workload;
more quality
interactions, less
paperwork.

New
Development
Matters/Birth
to 5 matters
non-statutory
guidance

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Why have we got a new Framework?

- To improve outcomes at age 5, particularly in early language and literacy and particularly for disadvantaged pupils.
- To reduce workload and unnecessary paperwork.
- To close the gap between the most and least able.
- To make the ELGs clearer and more specific and better aligned with year 1 curriculum.

What is changing?

Headline facts....



- Reception Baseline (RBA) is being standardised, we piloted this a couple of years ago.
- Assessment - Developmental month judgements have gone and will be replaced with 'on track' or 'not on track'.
- Massive emphasis on Vocabulary/ Communication and Language running through everything we do.
- More emphasis on Reading/books– selecting good stories that support language development, different cultures, reinforce topics and vocabulary taught, books being the basis of all your planning. ***There is also a new reading framework particularly aimed at EYFS/KS1***
- Changes to ELGs – based on latest research.
- No Technology or SSM mentioned in ELGs but will still need to be taught.
- Oral health and self-regulation have now been added to our curriculum

Continued



- The Educational Programmes are more detailed so that schools and settings can use these to **devise their own curriculum**. These are statutory!
- The curriculum needs to be progressive and should show skills and a clear understanding by practitioners of child development. Our curriculum will reflect our cohort, environment, community, resources and location.
- Clear expectation that gathering evidence should not be time consuming and take you away from the children. What we write up should be purposeful and matter.
- Big emphasis on focussing on the vulnerable children. Most children will learn and be fine, spend your time closing the gap.
- We don't need to report on COEL (now called characteristics of effective TEACHING and learning) – but these should underpin all we do – life skills.
- New development matters and birth to 5 document- both non-statutory guidance to help plan curriculum and assess progress – however must not be used as a tick list.

There are 4 overarching and guiding principles of the statutory framework that shape education and practice in the early years.

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. 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.
4. Children **develop and learn 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 (SEND).

Learning and Development in EYFS – considerations for teaching

1.11 Practitioners **must** consider the individual needs, interests, and development of each child in their care, and **must** use this information to plan a **challenging and enjoyable** experience for each child in all areas of learning and development.

Learning and Development in EYFS – considerations for teaching: Play

- 1.14 This framework does not prescribe a particular teaching approach.

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 need to decide what they want children in their setting to learn, and the most effective ways to teach it.

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**.

As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.

Learning and Development in EYFS – considerations for teaching

1.15 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:

1. **Playing and exploring** - children investigate and experience things, and 'have a go'
2. **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
3. **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Learning and Development in EYFS – considerations for teaching

1.17 A quality learning experience for children requires a quality workforce. A well-qualified, **skilled** staff strongly increases the potential of any individual setting to deliver the best possible outcomes for children.

What are the roles of adults in the EYFS

- Plan and implement meaningful, challenging and enjoyable experiences that both meet the developmental needs of all children and ensure they can make progress in all areas of learning.
- Provide the right balance of guided and independent learning to give children opportunities to learn, revise, revisit and rehearse knowledge and skills.
- Know the curriculum, principles and practice and why they are important. Know how to identify each child's developmental levels and what is needed to help each child progress.
- Know what learning in play looks like. Understand how to both support and extend children's play based learning.
- Build and maintain positive relationships with child and home.
- Provide safe, challenging and enabling environments for learning.

What are enabling environments?

- The **emotional** environment - an environment that is warm, welcoming and nurturing and facilitates a sense of belonging.
- The **outdoor** and the **indoor** environments – designed and resourced to reflect children’s interests, support pathways to progress, encourage exploration, promote language, support vocabulary, offer challenge and encourage independent thinking and action.

Teaching and Learning in EYFS – what does OFSTED say?

*Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes: their interactions with children during planned and child-initiated play and activities, **communicating and modelling language**, showing, **explaining**, demonstrating, exploring ideas, **encouraging, questioning**, recalling, **providing a narrative** for what they are doing, facilitating and setting challenges. It takes account of the equipment that adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations.*

Seven Key Features of Effective Practice

The Best for Every Child

- All children deserve to have an equal chance of success.
- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.
- When they start school, children from disadvantaged backgrounds are, on average, four months' behind their peers. We need to do more to narrow that gap.
- Children who have lived through difficult experiences can begin to grow stronger when they experience high-quality early education and care.
- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

* Education Policy Institute: Education in England Annual Report 2020 and Early years foundation stage profile results 2018 to 2019

High-Quality Care

- The child's experience must always be central to the thinking of every practitioner.
- Babies, toddlers and young children thrive when they are loved and well cared for.
- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.
- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles, and respond with pleasure.
- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.
- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.

The Curriculum: What We Want Children to Learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.
- Planning to help every child to develop their language is vital.
- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
- Young children's learning is often driven by their interests. Plans need to be flexible.
- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.
- Depth in early learning is much more important than covering lots of things in a superficial way.

Pedagogy: Helping Children to Learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.
- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through guided learning and direct teaching.
- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.
- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.
- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.

Assessment: Checking What Children Have Learnt

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.
- Accurate assessment can highlight whether a child has a special educational need and needs extra help.
- Before assessing children, it's a good idea to think about whether the assessments will be useful.
- Assessment should not take practitioners away from the children for long periods of time.

Self-Regulation and Executive Function

- Executive function includes the child's ability to:
 - hold information in mind
 - focus their attention
 - think flexibly
 - inhibit impulsive behaviour
- These abilities contribute to the child's growing ability to self-regulate:
 - concentrate their thinking
 - plan what to do next
 - monitor what they are doing and adapt
 - regulate strong feelings
 - be patient for what they want
 - bounce back when things get difficult
- Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

Partnership with Parents

- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.
- This includes listening regularly to parents and giving parents clear information about their children's progress.
- The help that parents give their children at home has a very significant impact on their learning.
- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.
- It is important to encourage all parents to chat, play and read with their children.



New Development Matters 2021

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We will continue to use Tapestry (including parent observations) and post it note observations as well as professional dialogue daily and at weekly team meetings to form assessments of our children.

Statutory Key stage Assessments

From September 2021 there are 2 statutory assessments that have to be undertaken in Reception year. Neither assessment is a test.

- The **Reception Baseline Assessment** is a check of each child's early literacy, communication, language and maths skills, which takes the form of a set of practical tasks carried out between the child and the teacher within the first 6 weeks of starting. Children's results are not shared with the school, except for a short narrative statement to describe how each pupil performed on the overall assessment.
- The **Early Years Foundation Stage Profile** is a summary of each child's attainment at the end of the Reception year based on what they have demonstrated they know, understand and can do in all Prime areas of learning, literacy and maths against the 'Early Learning Goals'. Attainment for each area is described as either meeting the level of development at the end of the EYFS (**expected**) or not yet reaching this level (**emerging**).

The Statutory Framework for the Early Years Foundation Stage - Early Learning Goals

1.7 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).

1.8 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.

1.9 Instead, the ELGs should support teachers to make a **holistic, best-fit judgement** about a child's development, and their readiness for year

1.1.10 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.

New Early Learning Goals (ELGs)

Early Learning Goals

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <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. <p>Speaking</p> <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. 	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <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. <p>Managing Self</p> <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. <p>Building Relationships</p> <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. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <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. <p>Fine Motor Skills</p> <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. 	
<p>Understanding the World</p> <p>Past and Present</p> <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. <p>People, Culture and Communities</p> <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. <p>The Natural World</p> <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. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <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. <p>Being Imaginative and Expressive</p> <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. 	<p>Mathematics</p> <p>Number</p> <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. <p>Numerical Patterns</p> <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. 	<p>Literacy</p> <p>Comprehension</p> <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. <p>Word Reading</p> <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. <p>Writing</p> <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.

Prime areas



- These areas come first!
- Specific areas come once a child has mastered the skills in the prime areas. The prime areas underpin all we do.

Communication and language - now only has 2 sub headings;

- Listening, understanding and attention
- Speaking.

Physical development - Health and Self-Care has now gone from here. PD is now broken down into;

- Fine motor skills (including using cutlery).
- Gross motor skills.

Personal, social and emotional development (PSED) – used to have the areas – self-confidence and self-awareness, managing feelings and behaviours, building relationships.

The new headings are;

- Self regulation
- Managing self (incorporates H&SC and oral health)
- Building relationships.





Specific areas



Literacy – was split into just reading and writing. Is now split into 3 areas;

- Comprehension
- Word reading
- Writing

Mathematics – no longer includes SSM.

- Number
- Numerical patterns.

Understanding the world – no longer includes technology;

- Past and present
- People, culture and communities
- The natural world

Expressive arts and design;

- Creating with materials
- Being imaginative and expressive



What is changing or staying the same with regards to reporting assessments at the end of the year

- It is statutory that we report on the ELGs at the end of the year. These ELGs are not to be used for assessment throughout the year – only at the end of the year.
- No longer statutory moderation with LA
- No longer exceeding descriptors – focus on getting more children to expected. There is of course a need for challenge for the more able pupils and this will be planned for.
- Good level of development staying (GLD)
- No longer have to report on COEL

It's all about books and reading

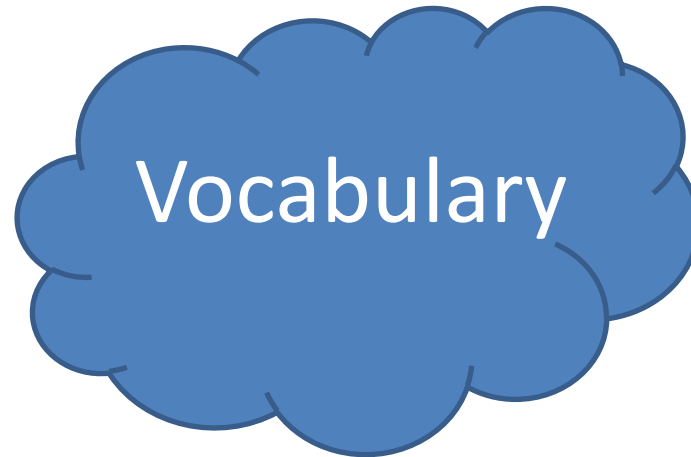
Know some similarities and differences between things in the past and now, drawing on their experiences and **what has been read in class;**

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;**

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**

Reading Framework

How do the books we use as a focus support the teaching of new vocabulary?



How do we teach vocabulary in a progressive way?

How to we promote vocabulary and conversations?

How to the books we choose in response do children's interests support vocabulary development?

Do children display that they KNOW the vocabulary used in the stories we choose to focus on?

Reading Framework

Do we select our book foci carefully?
Are they quality texts?

Do we have books based on Number/SSM?

Do we model how areas should be used? Do we do writing AL in the writing area, Reading in the book area?



Do we give children time to revisit, practise and know the book?

Do we have books that promote diversity, differences, cultures, that challenge ideas etc?

Do we have quality texts in all areas of the classroom to support the play?

Educational programmes (the statutory bit)

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Development
Matters -
Reception age
children will be
learning to:

Communication and Language
• Understand how to listen carefully and why listening is important.
• Learn new vocabulary.
• Use new vocabulary through the day.
• Ask questions to find out more and to check they understand what has been said to them.
• Articulate their ideas and thoughts in well-formed sentences.
• Connect one idea or action to another using a range of connectives.
• Describe events in some detail.
• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
• Develop social phrases.
• Engage in storytimes.
• Listen to and talk about stories to build familiarity and understanding.
• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
• Use new vocabulary in different contexts.
• Listen carefully to rhymes and songs, paying attention to how they sound.
• Learn rhymes, poems and songs.
• Engage in non-fiction books.
• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Statutory Framework ELGs for assessment – *Communication and Language*

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.

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.

Educational programmes;

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Development
Matters -
Reception age
children will be
learning to:

Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

Statutory Framework ELGs for assessment – PSED

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.

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.

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.

Educational programmes;

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Development Matters - Reception age children will be learning to:

Physical Development

- Revise and refine the fundamental movement skills they have already acquired:
 - rolling
 - crawling
 - walking
 - jumping
 - running
 - hopping
 - skipping
 - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian
- Further develop the skills they need to manage the school day successfully:
 - lining up and queuing
 - mealtimes
 - personal hygiene

Statutory Framework ELGs for assessment – **Physical Development**

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.

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, paint brushes and cutlery; Begin to show accuracy and care

Educational programmes;

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Development
Matters -
Reception age
children will be
learning to:

Literacy
• Read individual letters by saying the sounds for them.
• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
• Read some letter groups that each represent one sound and say sounds for them.
• Read a few common exception words matched to the school's phonic programme.
• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
• Form lower-case and capital letters correctly.
• Spell words by identifying the sounds and then writing the sound with letter/s.
• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
• Re-read what they have written to check that it makes sense.

Statutory Framework ELGs for assessment – **Literacy**

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.

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.

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.

Educational programmes;

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Development Matters - Reception age children will be learning to:

Mathematics

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Statutory Framework ELGs for assessment – **Maths**

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.

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.

Educational programmes;

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Development
Matters -
Reception age
children will be
learning to:

Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Statutory Framework ELGs for assessment – **Understanding of the World**

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.

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.

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.

Educational programmes;

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Development
Matters -
Reception age
children will be
learning to:

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

Statutory Framework ELGs for assessment – **Expressive Arts and Design**

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.

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, when appropriate, try to move in time with music.

What is happening here?



Personal Social and Emotional Development;

Making relationships, sharing resources, negotiating, taking turns, using manners.

Physical development;

Using tools
Building strength

Communication and Language;

Learning and using new vocabulary.
Talking to others.
Explaining thoughts and feelings.
Taking turns in conversation.

Mathematics;

Using language related to shape, size and weight.



Understanding the world;

Exploring features of the natural world. Using their senses to explore and describing what they can see, smell and feel.
Finding out about pumpkins and marrows and how they grow/change etc.

How do the EYFS areas of learning fit with the national curriculum areas

EYFS – PRIME AREAS	National Curriculum	EYFS – SPECIFIC AREAS	National Curriculum
<p>These three areas underpin <u>all areas of learning</u> and also have specific links to...</p>			
<p>Communication & Language</p>	<p>English</p>	<p>Literacy</p>	<p>English</p>
<p>Personal, Social & Emotional Development</p>	<p>PSHE RHE</p>	<p>Maths</p>	<p>Maths!</p>
<p>Physical Development</p>	<p>Literacy (writing) P.E. DT Art & design</p>	<p>Understanding the World</p>	<p>Science Geography History RE Computing</p>
		<p>Expressive Arts & Design</p>	<p>Art DT Drama Music</p>

Example progression grid taken from development matters for subject leaders

Music		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> • Sing a large repertoire of songs.
	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
Reception	Communication and Language	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Physical Development	<ul style="list-style-type: none"> • Combine different movements with ease and fluency.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.

ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • 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.
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Our curriculum

Our curriculum topics are based on knowledge and understanding of the world and providing experiences and endless opportunities for children to develop their language and vocabulary.

Our curriculum

How have we devised our curriculum?

- We talked to the Year 1 teachers about what they would want to see when our children start Year 1.
- We thought about our typical cohorts and the areas that they tend to be lowest in.
- We will look at our new cohort when we have baselined them and amend the curriculum if needed.
- We looked at both the Development Matters and the Birth to 5 Matters documents to help us.
- We thought about child development and what we know about how children progress.
- We thought about what we really want for our children and what will best equip them for future learning and life.
- We looked at what was already working well, built on this and considered what we might change.
- We looked at what else we may need to add into our existing curriculum to meet the new changes and the educational programmes.

Our curriculum



- We want all our children to be the best that they can be. We want them to feel happy, safe and secure and we want to give them the best possible start to school life.
- Our curriculum has been planned to provide our children with a range of experiences and skills that will enable them to have the best start.
- We want all our children to develop skills that will equip them to be successful in life. We want our children to be confident, resilient learners who can keep themselves safe, have good social skills, communicate effectively and are well prepared for future learning.

How might this look?



Lots of play!



Open-ended activities to allow children to direct their own 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!



Mess, chaos, noise...engagement

Reception Long Term Plan 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</p>	<p>All About me! Settling into school School routines Making friends New beginnings My family Professions Keeping healthy Emotions Birthdays Seasons Favourite songs</p>	<p>Lets celebrate! Elmer I am special Colour Bonfire night Fire safety Day and night animals (hedgehogs etc) Seasons The Christmas story Nativity Christmas crafts and Lists Letters to Father Christmas Different ways of celebrating Christmas</p>	<p>We're going on a bear hunt! We're going on a bear hunt Senses Goldilocks and the three bears Other bear stories Large animals/animals around the world. Different environments - find out where bears come from. Animals that hibernate Old and new toys/bears</p>	<p>Come Outside! Spring Animals and their young Life cycles Weather / seasons Farm animals and pets Our locality Easter</p>	<p>What a wonderful world! Growing Minibeasts Food The very hungry caterpillar Keeping healthy/healthy eating Jack and the Beanstalk The Gingerbread man How I've grown</p>	<p>Lets go on an adventure! Around the Town/our locality How do I get there? /Transport Seaside Where in the world have you been? Where do we live in the UK / world? Space Fantasy world/dinosaurs etc- dependent on interests.</p>
<p>Possible Texts (this list is by no means definitive and lots of non-fiction texts and pomes will also be used to support each topic alongside the texts listed)</p>	<p>The little red hen (Harvest) Owl Babies The Smartest Giant Guess how much I love you All are welcome The family book People who help us Friends The smeds and the smoods. Hedgehog's first day at school Bumble bear</p>	<p>Elmer stories Colour me happy The colourful chameleon Little white rabbit Squirrels busy day Leaf man Non-fiction books on seasons/festivals etc Maps – look for the north pole The Jolly Postman Christmas stories/poems.</p>	<p>We're going on a bear hunt Goldilocks and the three bears Whatever next Peace at last Cant you sleep little bear That's my bear Old bear stories Handa's surprise Kipper's toy box</p>	<p>Monkey puzzle Non-fiction books on life cycles , animals, seasons, weather, pets. What the ladybird heard Farmyard hullabaloo A squash and a squeeze Ed's egg Dora's chicks When will it be spring? The Easter story</p>	<p>Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk The very hungry caterpillar The gingerbread man Norman the slug with the silly shell Super worm Spindarella Mabel's magical garden Oliver's Vegetables</p>	<p>The snail and the whale Duck in the truck Mr. Gumpy's Outing The Train Ride Bob, The Man on the Moon World Atlases Tiddler Aliens love underpants</p>
<p>Other; Festivals/visits/visitors/celebrations/parent events</p>	<p>Harvest Time Birthdays Halloween What do I want to be when I grow up? Parents eve Welcome to school party Firefighter visit</p>	<p>Bonfire Night Nativity Diwali (4th Nov) Remembrance day Children in Need Hannukah Priory church carol service Christmas party</p>	<p>Winter Chinese New Year LENT Random Acts of Kindness Week Valentine's Day Internet Safety Day</p>	<p>Spring Duck egg hatching Tadpoles Easter Mother's Day Science Week Playdale farm visit?</p>	<p>Grow vegetables and flowers Caterpillar hatching Nurse/dentist visit Make gingerbread men</p>	<p>Summer NHS anniversary Visit a place in town End of year party Transitions Reports to parents/open evenings</p>

Subject leaders

- I will look at the progression grids and the topic areas, alongside our curriculum planning and discuss what we are doing in each subject area and you can ask any questions you may have.
- Please note that our planning is flexible in order to meet the children's needs and interests so there will be times when it may differ from what has been planned.

Things to ask ourselves?

- The New Curriculum prioritises Books – Do we? Do we use the best books for our ‘hooks’?
- Do we give children choice over what they write/make/play? Are they in charge of their own learning?
- Maths – Do we incorporate maths into daily tidying up/stock taking activities?
- Maths – There is no ELG for SSM, what does that mean for our teaching and coverage?
- UTW – now a very clear focus on ‘teaching’ maps not just exploring them. Do we cover this? Do we need more rigour to teaching maps? Do we have maps in the continuous provision?
- UTW – more of a focus on ‘the past’. Do we need to expose children to ‘people from the past’?
- EAD – Now an expectation to teach observational drawings. Do we do enough of this? Do we need an overview of how we achieve this, a skills progression?
- EAD – ‘performing’ is now a requirement. Do we enable children to perform songs, rhymes, narratives?

Observing Children in EYFS Prompts

Child

- What is the child doing?
- Are they working independently or with others?
- Where is the activity taking place?
- What did the child say? (Add quotes where necessary.)



Adult

- What questions did you ask?
- How did you support/extend the child's learning?
- What challenges did you set them?
- Have you taken a photo to support your observation?



Next Steps

- How did the child complete the task?
- How does the observation link to the areas of learning?
- How does the observation link to the characteristics of effective learning?
- Is there a skill the child could develop?
- What would the child's next steps be?

