



# Early Years Foundation Stage

The [Early Years Foundation Stage \(EYFS\)](#) is the curriculum that the Government sets for all early years providers (0-5 years) to make sure that 'all children learn and develop well and are kept healthy and safe'. (Department for Education) There are 17 early learning goals to be aimed for by the end of the Reception year in school.

The Framework is divided into 3 sections;

1. Characteristics of Learning
2. 3 prime areas of learning
3. 4 specific areas of learning

## The characteristics of effective learning

**Playing and exploring**, which is about finding out and exploring, playing with what they know and being willing to 'have a go'.

**Active Learning**, which is about being involved and concentrating, persevering and enjoying achieving, what they set out to do.

**Creating and thinking critically**, which is about having their own ideas, making links and choosing ways to do things.



# The Seven Areas of Learning

## Prime Areas

**Personal, Social and Emotional Development**, which is about making relationships and getting along with other children and adults, having confidence and self-awareness, and being able to manage their feelings and behaviour.

**Communication and language**, Which is about developing good listening and attention skills, to have good understanding and also speak and express themselves clearly.

**Physical Development**, which is about large and small movements in a variety of ways, having good control and co-ordination, handling different tools and equipment well. It also covers health and self-care, looking at ways to keep healthy and safe.

## Specific Areas

**Literacy**, which is about stories, rhymes, books and reading, and also mark making/writing. Phonics is a large part of this area.

**Mathematics**, which looks at numbers, number bonds, pattern, counting, shape, space and measure.

**Understanding the World**, which is about people and communities and helps children understand about the world they live in, including ICT. It links into areas of Science, RE, History and Geography.

**Expressive Arts and Design**, which develops different forms of expression, exploring music, dance and song, encouraging children to be creative in all respects. It also focuses on media and materials and imaginative/pretend play.



# Early Years Foundation Planning

The staff plan to deliver a broad and balanced curriculum that encompasses all aspects of the [Development Matters](#) document across the year, based on the observations of children's play and what their interests are. This appears in the weekly enhancements to the continuous provision, as well as in the adult-led focuses and group-time work. There are also opportunities to explore a variety of topics of work, including those suggested by the children.

## Reception Topics

### Autumn 1

#### Marvellous Me!

Children will explore the F2 setting and learn about their new friends and school. We will find out about our local community and the wider world. We will also begin to explore our feelings with the help of the Colour Monster!

### Spring 1

#### Winter Wonderland

Children will venture to the frozen extremes of the Earth, taking inspiration from the icy terrains. They will also celebrate Chinese New Year, Shrove Tuesday and Easter, and learn about the role of food in these festivals.

### Summer 1

#### Wonders of the World

Children will encounter the magic of minibeasts and growing their own plants. They will also uncover how explorers in the past shared their discoveries, compared to modern explorers, such as Steve Backshall.

### Autumn 2

#### Festivals and Fireworks

Children will explore autumn and the changing seasons. They will focus on the celebration of a range of different festivals, including Halloween, Bonfire Night, Diwali and Christmas.

### Spring 2

#### Superheroes!

Children will learn about superheroes real and fictional. They will learn about a range of careers where people work to help others, and also explore how we can be superheroes and look after ourselves, others and the planet!

### Summer 2

#### A Life on the Ocean Waves

Children will sail the seven seas, joining the inhabitants of the ocean. They will take on the most fierce of pirates and even become pirates themselves.



# Early Years Foundation Stage Assessment

In order to identify and plan for children's successful learning and development, staff observe children throughout the day to identify their interests, how they learn, and their progress in each area of learning and development. Staff use the [Early Years Foundation Stage \(EYFS\)](#) and [Development Matters](#) to inform understanding of child development through F2 and work closely with parents to build successful home-school partnerships. Staff report the results of the Early Years Profile (EYP) to parents at the end of their child's reception year. A learning journal is also maintained for each child and is shared with parents and carers, and Dojo is used to build a portfolio of key moments in school and at home.

Parents have a vital role in supporting their children's learning and development, and need to know what to expect in relation to their child's development through the different age bands of the EYFS. [What to expect, when?](#) is a simple guide which takes parents through the expectations of each age band in the EYFS and how they can support their children's learning and development.

## Special Educational Needs and Disabilities (SEND)

Each SEND child is allocated their own key person who will know them best and will plan for their needs, working closely with parents when doing so.

SEND children are observed closely and their achievements are celebrated in their Learning Journal and planning documents. This information is then used to tailor the curriculum to meet the interests and enthusiasms of each child using methods of delivery that are appropriate to their needs. They will also be supported by the SENDCo to ensure staff have received appropriate training to support each child effectively.