

# The Early Years Foundation Stage

Welcome to Tatsfield Primary School



*Aim High, Achieve More*

# What is the Early Years Foundation Stage?

- The Early Years Foundation Stage (EYFS) is a comprehensive framework which sets the standards for learning, development and care for children from birth to five.
- Play is essential for children's development.
- Children learn by leading their own play and by taking part in play which is guided by adults.

# DEVELOPMENT MATTERS



## 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

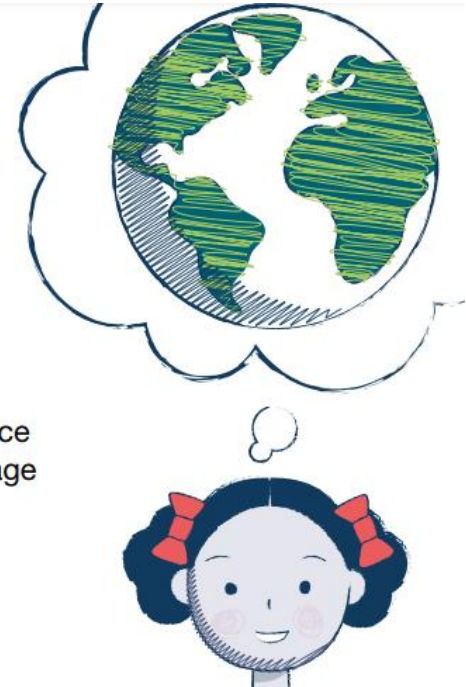
Effective: 1 September 2021



## Development Matters

Non-statutory curriculum guidance  
for the early years foundation stage

First published September 2020  
Revised July 2021



# 7 Areas of learning...

## The Prime areas of learning

Communication and  
Language

Physical Development

Personal, Social and  
Emotional Development

## Specific areas of learning

Literacy

Mathematics

Understanding the  
world

Expressive arts  
and design

# Early Learning Goals

## Early Learning Goals

### 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.

### Understanding 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.

### Personal, Social and Emotional Development

#### 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.

### 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.

### Mathematics

#### 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.

### 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

### 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.



# Communication and Language

Involves giving children opportunities to:

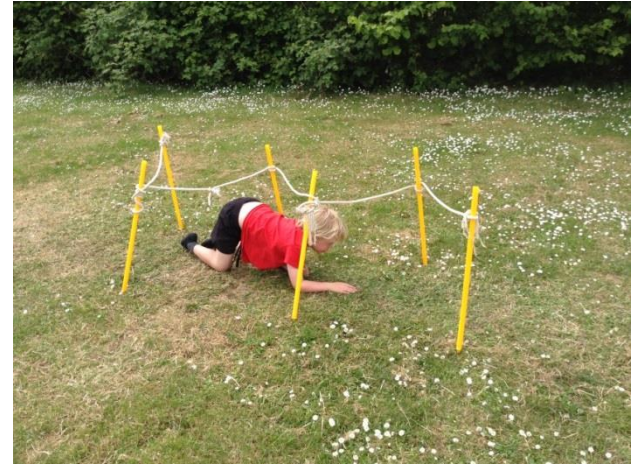


- Experience a rich language
- Develop their confidence to express themselves
- Speak and listen in a range of situations



# Physical Development

Involves providing opportunities to:



- Negotiate space safely.
- Demonstrate strength, balance and coordination when playing.
- Move energetically.
- Hold a pencil effectively - using the tripod grip.
- Use a range of tools, including cutlery.
- Begin to show accuracy and care when drawing.



# Personal, Social and Emotional Development

Involves helping children to develop:

- Independence
- Social skills to interact with other children and adults
- An understanding of their own feelings and begin to regulate their behaviour.
- A positive sense of themselves and others
- Respect for others
- Confidence in their own abilities
- Give focussed attention to what the teacher says, responding appropriately.







# Literacy

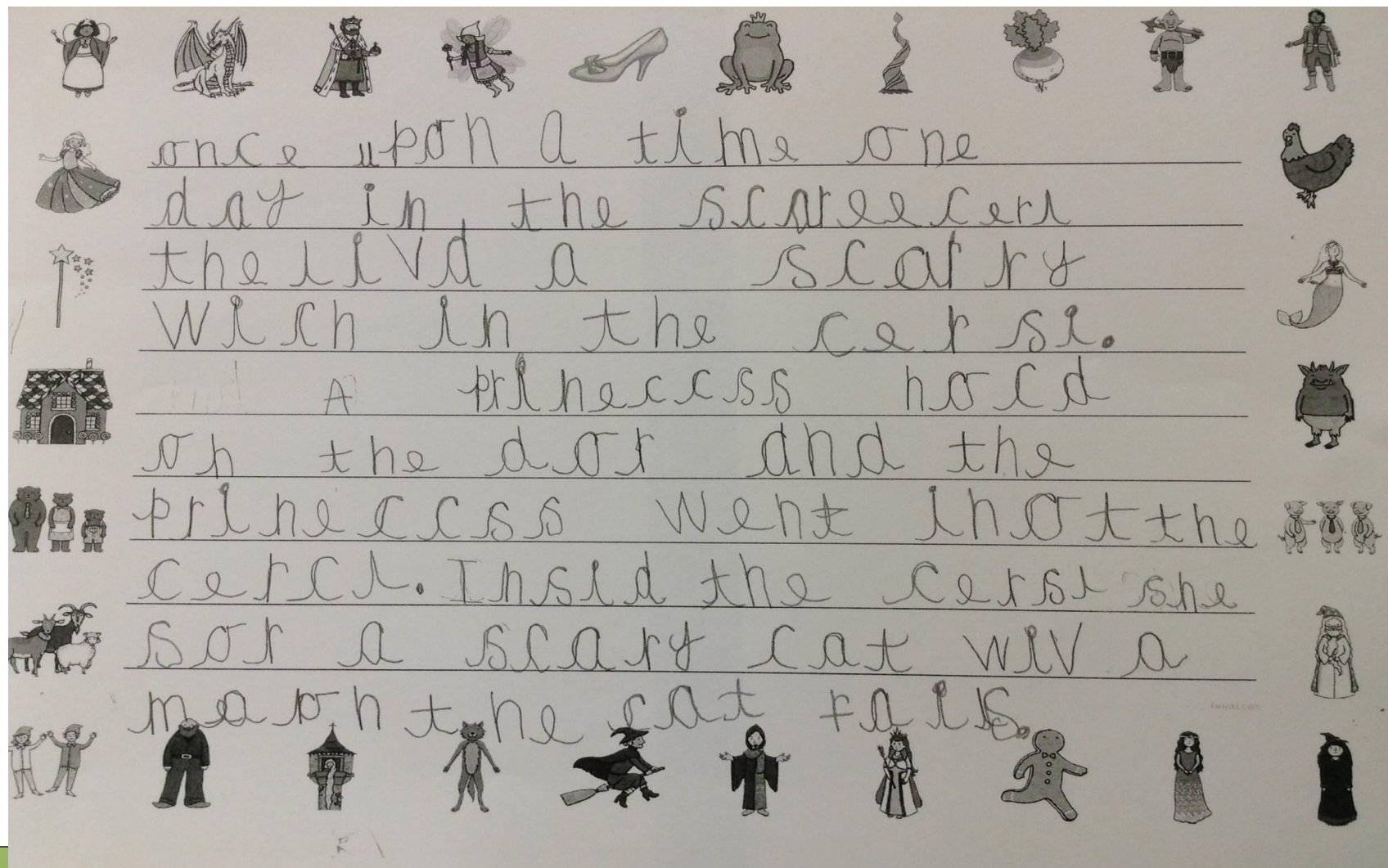


Involves:

- Encouraging children to link sounds and letters
- Beginning to read and write



# End of year expected writing capability



once upon a time one  
day in the screecer  
the lived a scary  
witch in the cersie.  
A princess hold  
th the dot and the  
princess went into the  
cercer. Inside the cercer she  
saw a scary cat with a  
man th the cat falls.

## Expected end of year Reading capability



The three little pigs got bigger and bigger. There was no room for them.

4



"I will go and make a house of straw."



So the first little pig made a house of straw. But the big bad wolf saw him.

5



# Mathematics

Involves providing children with opportunities to:



- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall number bonds up to 5 and some number bonds to 10.
- Number Patterns: Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10.
- Explore and represent patterns within numbers up to 10.





# Understanding the World

Involves guiding children to:

- Gain an understanding of their world (Geography)
- Look at changes over time (History)



- Explore and investigate (Science)
- Understand and use information and communication technology (Computing)
- Know about their own cultures and beliefs and those of other people (RE)



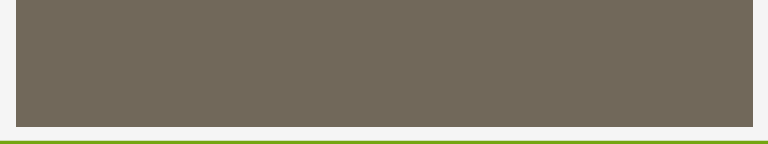
# Expressive Arts and Design



Involves enabling children to:

- 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.
- Invent, adapt and recount narratives and stories with peers and teachers.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories.





What can you do to  
help your child  
during their  
transition into  
school?

# What can you do to help your child's literacy development?

- Sharing books: look at and talk about the pictures, what happened in the story, what do you think might happen etc...

- NURSERY RHYMES!!!



- Support them to recognise and write their name.
- Encourage mark making as much as possible such as writing shopping lists etc...



# What can you do to help your child's mathematical development?

- Recognise numbers 1 to 20
- Practise counting at any time such as climbing stairs and counting ducks at the park etc...
- Play simple board games
- Sing number rhymes and songs together



## What can you do to help your child's Physical development?

- Go to the park regularly! Encourage your child to play on the climbing equipment.
- Encourage them to try scooters, tricycles, bicycles!
- Play games with them such as football, tennis and throw and catch in the garden.
- Fine motor activities such as using scissors.



# Other things to help!

- Putting coats on and taking coats off
- Zipping and unzipping coats
- Hanging coats up
- Dressing and undressing themselves
- Using cutlery (school dinners)
- Independence using the toilet
- Routine!!



- Take your child for an eye sight and hearing test!

# Uniform

- Please ensure that names are in EVERYTHING! Even tights please.
- Please send coats, water bottles and school bags EVERYDAY!
- Sensible shoes and no jewellery, including earrings
- Correctly fitting PE shoes.

