

# EYFS Framework

## Introduction

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

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

The EYFS seeks to provide:

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

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

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

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

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

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

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

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

## Areas of Learning and Development

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

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

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

applied. The specific areas are:

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

## The Early Learning Goals

### The Prime Areas

#### Communication and language

##### Listening, Attention and Understanding

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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 Skills**

Children at the expected level of development will:

- 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**

Children at the expected level of development will:

- 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 when drawing.

## **Personal, social and emotional development**

### **Self-Regulation**

Children at the expected level of development will:

- 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**

Children at the expected level of development will:

- 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**

Children at the expected level of development will:

- 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.

## **The Specific Areas**

### **Literacy**

#### **Comprehension**

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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.

## Mathematics

### Number

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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.

## Understanding the world

### Past and Present

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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
- 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

Children at the expected level of development will:

- 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;

## Expressive arts and design

### Creating with Materials

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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.

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes - NB. These themes may be adapted at various points to allow for children's interests to flow through the provision	Toys	War and Remembrance	Famous for more than five minutes	Sensational Safari	Our Country!	Oceans and Seas
Communication and Language  Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories and singing	Ask the children to talk to the adults in their house about the toys they played with when they were younger.  Explore the vocabulary related to toys. Help the children to learn any new words by clapping syllables, thinking of rhyming words, looking at initial sounds and the meaning of the word.	Develop vocabulary  Tell me a story - retelling stories  Word hunts  Listening and responding to stories  Following instructions  Take part in discussion  Understand how to listen carefully and why listening is important.  Christmas play	Using language well  Ask how and why questions.  Discovering Passions  Retell a story with story language  Ask questions to find out more and to check they understand what has been said to them.  Describe events in some detail.  Listen to and talk about stories to build familiarity and understanding.  Learn rhymes, poems and songs.	Hide these safari story stones in the sand tray for children to find, name and discuss, using the new vocabulary they have learnt.  Display safari animal photos around the classroom. Provide children with binoculars and take them on a 'safari' around the room. Use new vocabulary throughout the safari adventure to widen the children's vocabulary.  Can they start to use the new vocabulary to describe some of the animals to their friends?	Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.  Encourage children to use new vocabulary in their play.	Use sea creature photos to introduce and explore new vocabulary, such as 'fins', 'scales', 'tentacles' and 'coral' along with the names of sea creatures.  Encourage children to use new vocabulary by going on a pretend submarine adventure. Hide some sea creature photos or toys around the setting and provide children with cameras or pencil and paper to record what they see. Invite them to describe the sea creatures and their journey using new vocabulary.
Personal, Social and Emotional	JIGSAW - Being me  Diamond rules  School routine  How am I feeling today?  Being at school  Gentle hands  Our rights  Our responsibilities	JIGSAW - Celebrating difference  What am I good at?  I'm special, I'm me!  Families  Houses and homes  Making friends  Standing up for yourself	JIGSAW - Dreams and goals  Challenge  Never giving up  Setting a goal  Obstacles and support  Flight to the future  Footprint awards	JIGSAW - Healthy me  Everybody's body  We like to move it, move it!  Food, glorious food!  Sweet dreams  Keeping clean  Stranger danger	JIGSAW - Relationships  My family and me  Make friends, make friends, never ever break friends!  Falling out and bullying  Being the best friends we can be	JIGSAW - Changing me  My body  Respecting my body  Growing up  Fun and fears  Celebration

Year B	Autumn 1 Toys	Autumn 2 War and Remembrance	Spring 1 Famous for more than five minutes	Spring 2 Sensational Safari	Summer 1 Our Country!	Summer 2 Oceans and Seas
Physical -  Fine Motor	Funky fingers  Threading, cutting, playdough  Manipulate objects with good fine motor skills  Hold pencil/paint brush beyond whole hand grasp  Pencil Grip	Poppy cutting activity  Threading, playdough, funky fingers  Develop muscle tone to put pencil pressure on paper  Use tools to effect changes to materials  Show preference for dominant hand  Engage children in structured activities: guide them in what to draw, write or copy.  Teach and model correct letter formation.	Threading, cutting, playdough  Funky fingers  Begin to form letters correctly  Handle tools, objects, construction and malleable materials with increasing control  Encourage children to draw freely.  Holding Small Items Button Clothing Cutting with Scissors	Threading, cutting, playdough  Funky fingers  Hold pencil effectively with comfortable grip  Forms recognisable letters most correctly formed	Threading, cutting, playdough  Funky fingers  Develop pencil grip and letter formation continually  Use one hand consistently for fine motor tasks	Threading, cutting, playdough  Funky fingers  Form letters correctly  Start to colour inside the lines of a picture  Start to draw pictures that are recognisable  Build things with smaller linking blocks, such as Duplo or Lego
Physical -  Gross Motor  Weekly PE sessions  Daily mile	Coordination (body)  Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Dynamic Balance to Agility  Skipping ropes in outside area  Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.	Dynamic Balance and Static Balance  Dance / moving to music  Balance	Co-ordination (Ball Skills)  Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	Co-ordination (Send and Receive)  Children moving over, under, through and around equipment  Encourage children to be highly active and get out of breath several times every day.  Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.  Dance / moving to music	Agility (Ball Chasing)  Races / team games involving gross motor movements  Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.

	Autumn 1 Toys	Autumn 2 War and Remembrance	Spring 1 Famous for more than five minutes	Spring 2 Sensational Safari	Summer 1 Our Country!	Summer 2 Oceans and Seas
Literacy Comprehension	<p>Join in with rhymes and show an interest in stories with repeated refrains.</p> <p>Environment print.</p> <p>Having a favourite story/rhyme.</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play.</p> <p>Christmas letters/lists.</p> <p>Retelling stories using images</p> <p>Story Maps.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books</p>	<p>Encourage children to record stories through picture drawing/mark making.</p> <p>Read simple phrases and sentences made up of words with known letter–sound</p> <p>correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words matched to Floppy's phonics</p>	<p>Create a safari information leaflets</p> <p>Provide plenty of opportunities for children to read and reread books to build their confidence in reading.</p> <p>Encourage children to write short sentences with sound-letter correspondence</p> <p>Help to encourage children to spell words by identifying sounds and writing the sound with letters</p> <p>Encourage children to read simple sentences and phrases</p>	<p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative.</p> <p>Rhyming words.</p> <p>Can explain the main events of a story</p> <p>Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>	<p>Write some graphemes onto shells and place them in the water tray. Challenge the children to find the shells they need to build CVC/CVCC words.</p> <p>Hide words under a layer of blue-coloured sand or rice. Invite children to find and read the words.</p> <p>Provide white crayons and watery blue paint. Encourage children to write secret 'merperson' messages for a friend. They can paint over the crayon with the paint to reveal the message.</p>
Word reading	<p><b>Phonics - Floppy's phonics</b></p> <p><b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.</p> <p>Help children to read the sounds speedily.</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p>	<p><b>Phonics - Floppy's phonics</b></p> <p>Differentiated groups</p> <p><b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p><b>Phonics - Floppy's phonics</b></p> <p>Differentiated groups</p> <p>Help children to become familiar with letter groups. Provide opportunities for children to read words containing familiar letter groups.</p>	<p><b>Phonics - Floppy's phonics</b></p> <p>Differentiated groups</p> <p><b>Reading:</b> Story structure-beginning, middle, end.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know.</p> <p>Children should not be required to use other strategies to work out words.</p>	<p><b>Phonics - Floppy's phonics</b></p> <p>Differentiated groups:</p> <p><b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>	<p><b>Phonics - Floppy's phonics</b></p> <p>Differentiated groups</p> <p><b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>
Writing	<p>Dominant hand, tripod grip, mark making, name writing, giving meaning to marks and labelling.</p> <p>Writing initial sounds and simple captions.</p> <p>Use initial sounds to label.</p>	<p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area,</p> <p>Sequence a story</p> <p>Write/draw a picture to send back to their preschool.</p>	<p>Guided writing based around developing short sentences in a meaningful context.</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order a traditional tale.</p>	<p>Writing recipes, lists. Writing for a purpose., using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.</p>	<p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces.</p> <p>Using familiar texts as a model for writing own stories</p> <p>Rhyming words.</p> <p>Poems</p>

Year B	Autumn 1 Toys	Autumn 2 War and Remembrance	Spring 1 Famous for more than five minutes	Spring 2 Sensational Safari	Summer 1 Our Country!	Summer 2 Oceans and Seas
Maths	White Rose: <ul style="list-style-type: none"> <li>Getting to know you!</li> <li>Just like me!</li> </ul>	White Rose <ul style="list-style-type: none"> <li>It's me 1,2,3!</li> <li>Light and dark</li> </ul>	White Rose <ul style="list-style-type: none"> <li>Alive in 5!</li> <li>Growing 6,7,8</li> </ul>	White Rose <ul style="list-style-type: none"> <li>Building 9 and 10</li> <li>Consolidation</li> </ul>	White Rose <ul style="list-style-type: none"> <li>To 20 and beyond!</li> <li>First, then, now</li> </ul>	White Rose <ul style="list-style-type: none"> <li>Find my pattern</li> <li>On the move</li> </ul>
Understanding the world	Pzaz: Seasonal changes and weather  Sort toys from the past and modern toys.  Explore how electronic toys have changed over time. Explore the sounds they make and buttons you can press. You could even take one apart to show children inside the toy.	Pzaz: Animals  What do we know about the war?  What is the significance of the poppy?  Find out how Christmas is celebrated over the world	Pzaz: Potions	Pzaz: Material  Encourage children to use a simple Safari map to draw information from.  Can children talk about the route they would take and the animals they can see?  Locate areas on a simple map where safari animals may live.	Pzaz: Health and Habitats  Find where we live on a map.  What do we know about the United Kingdom?	Pzaz: Plants and Materials  Leave a globe or a paper world map in the classroom. Encourage the children to think about where the sea might be. What different sea creatures and areas of the ocean can they draw on their map? Encourage children to make observations of different sea creatures. How are they similar? How are they different?
Expressive Arts and Design	Explore songs and rhymes about toys.  Create a toy workshop in the junk-modelling area. Ask children to design their toy first and think carefully about the materials they will need to make their toy.	Create poppies using mixed media.  Firework pictures  Christmas cards  Christmas play  Songs and dance  Nativity small world play	Valentines day cards  Chinese lanterns  Design pancakes  Easter cards  Easter crafts	Invite children to explore colour mixing as they create a safari sunset picture. Provide yellow and red paint and encourage children to mix the two colours gradually, to create a sunset effect.  Create a small world safari in a large activity tray.  Learn a traditional African song and dance and perform it.	Father's Day cards  Create the Union Jack as a class. The children could design their own flags.  Provide a range of materials for children to construct with.	Talk about animals under the sea blowing bubbles. Explore bubble painting with the children.  Sand pictures / Rainbow fish collages  Lighthouse designs  Paper plate jellyfish