

## The Early Years Foundation Stage

Children in the Reception year of school (aged 4-5 years) follow the Early Years Foundation Stage Curriculum (or EYFS). This is made up of 3 Prime and 4 specific areas. Children learn through play-based activities which are planned to challenge and extend pupils thinking and understanding. Throughout the day the children experienced structured adult-lead learning and independent self-chosen activities.

Each child is allocated a 'Key Person', with whom they can develop a closer bond, allowing the adult to provide learning activities which best suit the needs of the individual child.

At the end of the Reception Year, children are assessed against the Early Learning Goals and given a 'developmental stage' for each of these. This makes up their results for the end of the Early Years Foundation Stage.

The three developmental stages are:

- Emerging – the attainment is not yet at the level of development expected at the end of the EYFS. Children are still working on previous 'developmental stages' from the EYFS.
- Expected – this is the level of development expected at the end of the EYFS.
- Exceeding – attainment beyond the level of development expected at the end of the EYFS. Children will be working on Year One level of work.

The Early Learning Goals are as follows:

### The Prime Areas

<b>Communication and Language</b>	Listening and attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
	Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
<b>Physical Development</b>	Moving and handling	Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	Health and self-care	Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

<b>Personal, Social and Emotional Development</b>	Self-confidence & self-awareness	Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
	Managing feelings and behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
	Making relationships	Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

### The Specific Areas

<b>Literacy</b>	Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.
	Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
<b>Maths</b>	Numbers	Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
	Shape, space and measures	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
<b>Understanding of the World</b>	People and communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	The world	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.
	Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

<b>Expressive Arts and Design</b>	Exploring & using media and materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Being imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.