
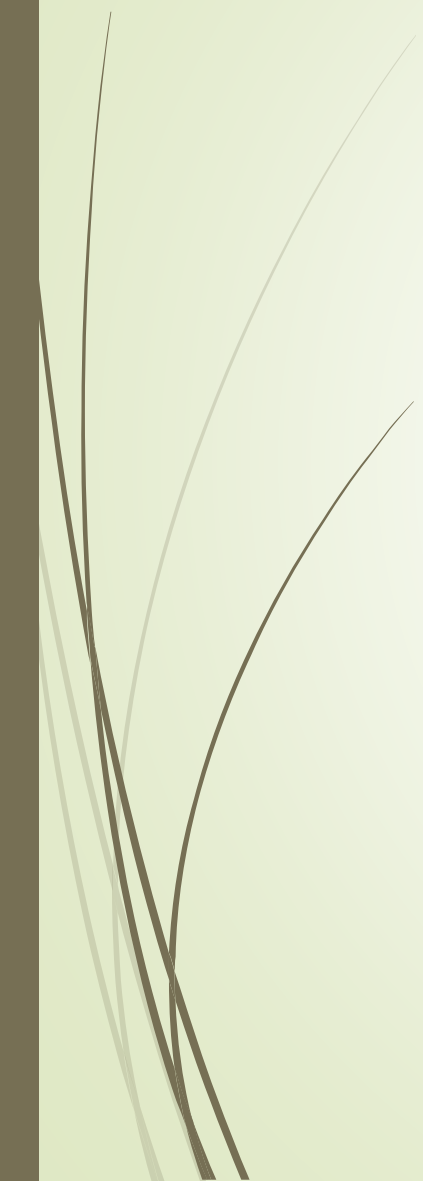


The Early Years Foundation Stage Curriculum (EYFS)

Information for parents

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- <https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>

What Is the EYFS?

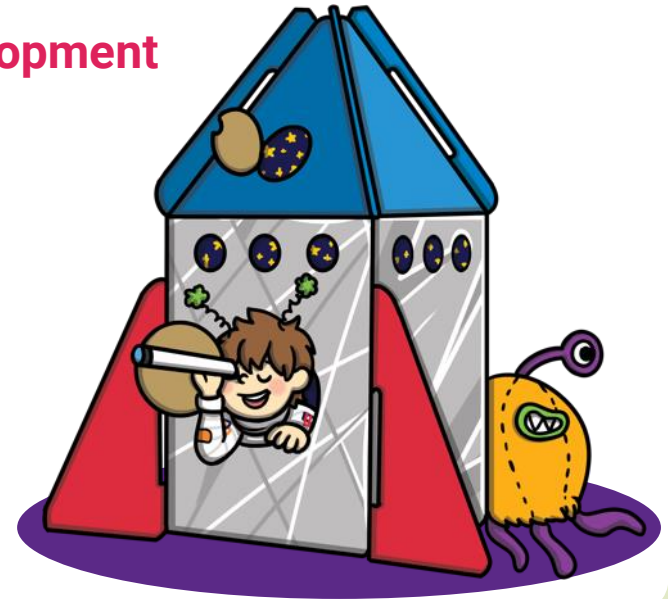
The Early Years Foundation Stage covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

All schools and Ofsted registered early years providers in England must follow the EYFS.

Also included in the EYFS are the **seven Areas of Learning**. They are:

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

At the end of the EYFS, there are **17 Early Learning Goals** that children are expected to achieve.



Changes That Have Been Made?

In 2019, the government proposed changes to the EYFS. These changes have now been made and all early years settings and schools will follow the new EYFS from **September 2021**.

The aim of the changes is to improve the learning for all children and better prepare them for the move into year 1.

To help make the right changes, evidence was looked at to find the best ways children can be supported in developing as they grow.



The changes also hope to give children the **best** start in life and set them up well for their future.

Not all parts of the EYFS have changed, some elements have remained the same or similar.

Communication and Language

- Children should be supported in building up vocabulary by increasing the amount of words they know and can use.
- Encourage more conversations between adults and children, but also children and their peers.
- Good language skills are the basis for all other learning and social interaction, so this is vital to focus on.
- Expressing their feelings and ideas using full sentences, including asking questions.
- Children should learn how to listen carefully and the importance of listening and responding. Listening is an important part of communication and language.



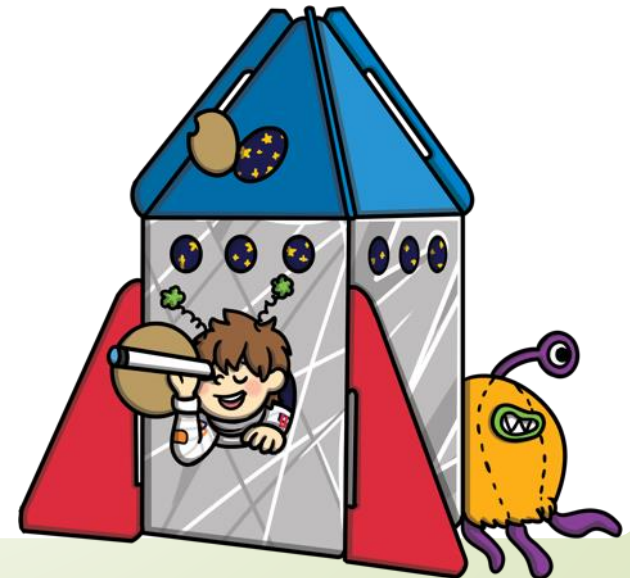
Personal, Social and Emotional Development

- Focus on helping children to understand which choices to make that will help them to be healthy, for example which foods to eat and why, regular tooth brushing and sleep.
- Getting into good routines from a young age is important as these often continue into adult life.
- Building up respectful relationships whilst thinking about the perspectives of others.
- Understanding their own feelings and valuing themselves as individuals and within a community.



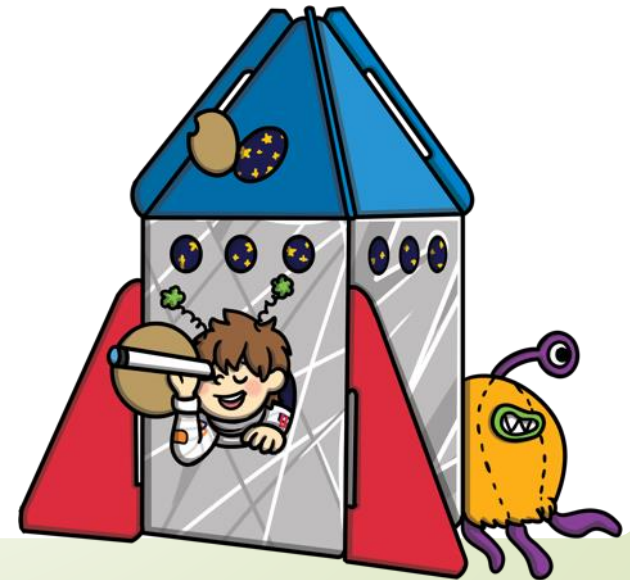
Physical Development

- Develop overall body strength, co-ordination, balance and agility.
- Build confidence in order to use a range of large and small equipment safely.
- Develop the skills they need to manage the school day successfully, lining up, mealtimes and personal hygiene.
- Refine skills needed for throwing, catching, kicking, batting and aiming.
- Develop small motor skills to use a range of tools competently, safely and confidently including pencils, paintbrushes, scissors, knives and forks.



Specific Areas of Learning

- In addition to the Prime Areas of Learning;
 - **Communication and Language**
 - **Personal, Social and Emotional Development**
 - **Physical Development**
- The are also Specific Areas of Learning;
 - **Literacy**
 - **Mathematics**
 - **Understanding the World**
 - **Expressive Arts and Design**



Overview of the Early Learning Goals (ELG)

At the end of the reception year, children are assessed against the **17 Early Learning Goals**.

It is important to remember that:

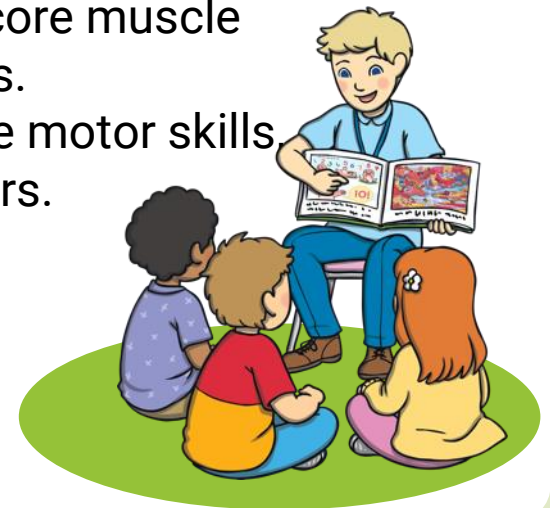
- The ELGs are not a test. Staff will use what they already know about a child to make their decisions.
- The ELGs are not the EYFS curriculum. They should not be used to be taught to, they are just an end point.

The ELG's have been adapted to better match up with the national curriculum in year 1. This will help children to be better prepared for their move to the next key stage.

Exceeding judgements have also been removed. Children are now encouraged and challenged to have a greater depth and understanding of things before moving onto new learning.

How to help at home

- Develop back and forth conversations with children, encouraging listening and responding to what has been said
- Share story and song time with children, encouraging them to learn and join in with you.
- Promote independence in self care, including toileting, dressing/undressing, using a knife and fork and making healthy life choices.
- Develop and promote independence, patience and resilience.
- Encourage gross motor movements to develop core muscle strength and refine fundamental movement skills.
- Provide opportunities for the development of fine motor skills such as playdoh, scissors, squeezezy balls, tweezers.



How to help at home

A focus on how reading stories is important to help children develop in all of Areas of Learning.

- Daily reading of stories encourages an enjoyment of reading from a young age.
- Lots of other learning opportunities happen when looking at books, for example comparisons of culture or the past.
- Listening to stories develops imagination, ideas and language.
- Reading is an essential skill and so should be shown to children, as well as practised by them regularly.
- Children are also encouraged to use story ideas in their play.



Statutory Baseline

Every child will be participating in the statutory reception baseline assessment (RBA) within the first 6 weeks of starting reception. The purpose of the assessment is to provide the starting point for a new measure that will help parents understand how well schools support their pupils to progress between reception and year 6 / the end of key stage 2.

The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with. It is statutory for all schools from September 2021.

The RBA is not about judging or labelling your child or putting them under any pressure. Your child cannot 'pass' or 'fail' the assessment. Its main purpose is to create a starting point to measure the progress schools make with their pupils.





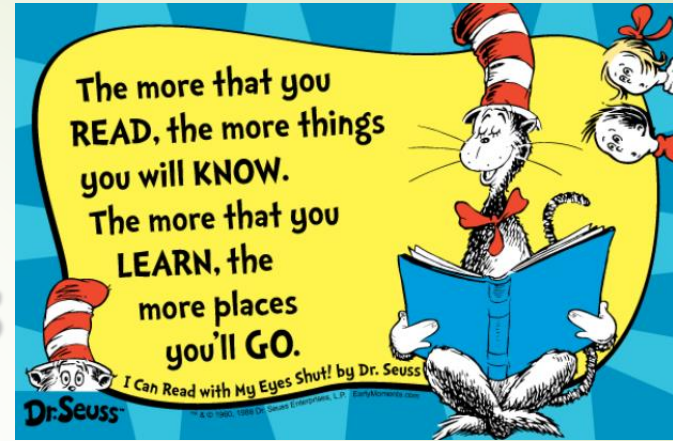
Thorpe Hesley Primary School Library

There is more treasure in books than in all the pirate's loot on Treasure Island.
— Walt Disney

- Our school library is open every Tuesday and Thursday straight after school.
- It is located in the infant building, accessed from the main playground.
- There are books suitable for **EVERYONE**, no membership needed!



Reading Volunteers



- Can you spare an hour a week, maybe after drop off or just before school pick up?
- We are looking to grow our team of reading volunteers.
- Full training will be provided.
- If you are interested in listening to our children read, please put your name down with your child's class teacher.

Summary

We hope that you have a better understanding of the Early Years Foundation Stage.

We also hope you feel reassured that the wellbeing and care of the children is still the main priority of the EYFS.

Young children are encouraged to learn and develop through play and exploration. The adults support this through guidance and teaching of skills.

Should you have any further questions on the EYFS, staff will be happy to discuss these with you.

