

## **Early Years Foundation Stage (EYFS)**

At Springfield Primary School, pupils in our Nursery and Reception class follow the [Statutory Framework for the Early Years Foundation Stage](#). This came into effect from September 2021. The EYFS curriculum has 7 areas of learning:

**3 Prime Areas** (Communication and Language; Personal, Social and Emotional Development and Physical Development) and

**4 Specific areas** ( Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Our curriculum planning supports children to build upon their previous learning and provide an opportunity to explore a depth to their understanding of key concepts which are mapped out across the year.

Our Long-term planning in the Foundation Stage is based upon topic 'themes'. In addition, learning experiences are shaped towards the children's interests as well as considering the need for coverage of Educational Programmes outlined in the [Statutory Framework for the Early Years Foundation Stage](#). (Page 8) and the developmental needs of children shaped from the Non-Statutory '[Development Matters](#)' document. Our environment supports the delivery of the curriculum in our indoor and outdoor areas.

Our Practice shaped around the 'Overarching Principles' from the Statutory Framework:

<p><i>'every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.'</i></p> <p><b>From the beginning of foundation stage in our school Nursery, we ensure that there is a strong foundation of the 'Prime Areas' of which to build upon as the children move into Reception class. In Reception class, we ensure that children are ready for Year 1 as we aim towards the Early Learning Goals at the end of the Reception year.</b></p>	<p><i>'children learn to be strong and independent through positive relationships'</i></p> <p><b>Language development is central to children self-regulation and build relationships. It helps support a child to plan what to do next and communicate their feelings, wants and wishes. Our enabling environment and supportive adults give opportunities to develop these skills within the 'Prime areas of learning'. Adults who support play experiences model behaviour to support their personal and social development.</b></p>
<p><i>'children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers'</i></p> <p><b>Within our foundation stage, we use the 'Early Childhood environment rating scale' to ensure that our environment is effective in providing a basis for learning. Our environment indoor and outdoor ensures that children's vocabulary is developed as practitioners skilfully organise the environment for high-quality play which support curriculum planning along with pupils' interests. It is important that parents play an active part in the home-school partnership in order for their child to thrive. Parents and Teachers will have regular communication through parent/teacher meetings, key worker meetings and regular informal interaction daily.</b></p>	<p><i>'importance of learning and development. Children develop and learn at different rates.'</i></p> <p><b>At Springfield, we work in partnership with parents, outside agencies to ensure that the provision supports the development of children whatever their starting points. Our mix of learning approaches enables children to learn through play, guided small group and whole class direct teaching. As Practitioners, we observe children's development through a range of these learning experiences to ensure that pupils learning is moved on and supported. Pupils development will be discussed with parents throughout the year. At the beginning of Reception class, the children take part in the Statutory Reception Baseline Assessment which provide class teacher with an overview of their Language, Literacy and Mathematic skills with which to build upon. Within Nursery and Reception practitioners use Development Matters to support the delivery of the learning and developmental requirements of pupils under 5 years old. Our assessments will show what children can and cannot do in order to inform developmental next steps.</b></p>

At the end of the Reception year, pupils will be assessed against the 17 Early Learning Goals. These goals are:

<p style="text-align: center;"><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>		<p style="text-align: center;"><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>	
<p style="text-align: center;"><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul>	<p style="text-align: center;"><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<p style="text-align: center;"><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>	
<p style="text-align: center;"><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>		<p style="text-align: center;"><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>	
<p style="text-align: center;"><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>	<p style="text-align: center;"><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p style="text-align: center;"><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	
<p style="text-align: center;"><b>Number</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> </ul>		<p style="text-align: center;"><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	

<p style="text-align: center;"><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>•Talk about the lives of the people around them and their roles in society.</li> <li>•Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>•Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p style="text-align: center;"><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>•Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>•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.</li> <li>•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.</li> </ul>	<p style="text-align: center;"><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>•Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>•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.</li> <li>•Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<p style="text-align: center;"><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>•Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>•Share their creations, explaining the process they have used.</li> <li>•Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<p style="text-align: center;"><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>•Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>•Sing a range of well-known nursery rhymes and songs.</li> <li>•Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	

The EYFS profile of these early Learning Goals is completed in the final term of the Reception Year. The outcome of the assessment is reported to you as parents/Carers, the Local authority and the Department for Education. There are two achievement levels for each goal. Your child’s class teacher will assess whether your child has:

- a) Met the ‘Expected level’ : Your child is working at the level expected for their age or
- b) Is ‘emerging’: you child is working below the level expected for their age.