

Red Oaks Primary School June 2022

E.Y.F.S Presentation to L.A.B.



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.

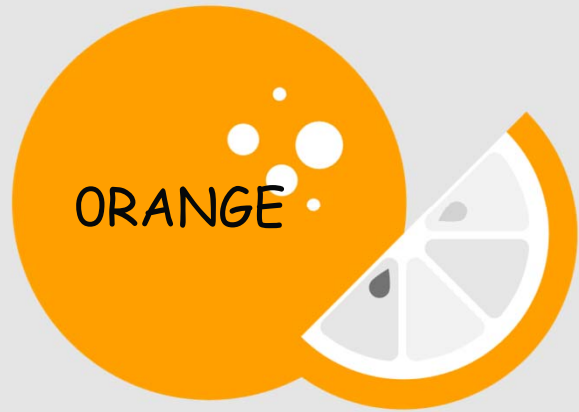
All schools and Ofsted registered early years providers in England must follow the EYFS.



So what does it like here in Red Oaks ...?

Early Years Foundation Stage E.Y.F.S

Red Oaks F1
Nursery 3-4 years

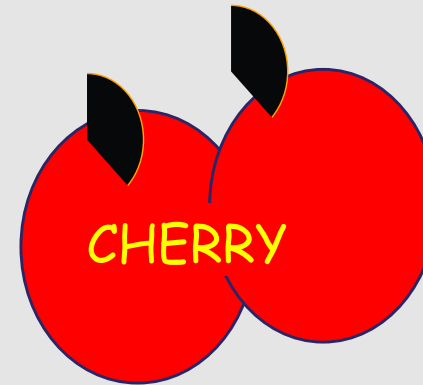


External and private
nurseries.

Home



F2 Reception 4-5 years.



Included in the EYFS are the 7 Areas of Learning.
They are:

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



Throughout the EYFS, children will be working towards the 17 Early Learning Goals which are included in the 7 areas above.

These ELG's describe the level of attainment expected at the end of a child's reception year in school.

The 7 areas are then broken down to 17 !

Area of Learning	Aspect	Early Learning Goals								
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 								
		<table border="1"> <tr> <td rowspan="2">Physical Development</td> <td>Gross Motor Skills</td> <td> <ul style="list-style-type: none"> 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. </td> </tr> <tr> <td>Fine Motor Skills</td> <td> <ul style="list-style-type: none"> Hold a pencil tripod grip in. Use a range of knives and cutlery. Begin to show control of scissors. </td> </tr> </table>	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Hold a pencil tripod grip in. Use a range of knives and cutlery. Begin to show control of scissors. 			
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	Managing Self	Literacy	<table border="1"> <tr> <td rowspan="2">Comprehension</td> <td> <ul style="list-style-type: none"> Demonstrate retelling stories introduced via audio. Anticipate (with support) what will happen in stories. Use and understand simple words and phrases in role play. </td> </tr> <tr> <td> <table border="1"> <tr> <td rowspan="2">Word Reading</td> <td> <ul style="list-style-type: none"> Say a sound in a word. Read words and sentences that contain a sound-blend. Read aloud simple texts using phonic knowledge. </td> </tr> <tr> <td>Writing</td> <td> <ul style="list-style-type: none"> Write recognizable letters. Spell words that contain a sound-blend. Write simple sentences. </td> </tr> </table> </td> </tr> </table>	Comprehension	<ul style="list-style-type: none"> Demonstrate retelling stories introduced via audio. Anticipate (with support) what will happen in stories. Use and understand simple words and phrases in role play. 	<table border="1"> <tr> <td rowspan="2">Word Reading</td> <td> <ul style="list-style-type: none"> Say a sound in a word. Read words and sentences that contain a sound-blend. Read aloud simple texts using phonic knowledge. </td> </tr> <tr> <td>Writing</td> <td> <ul style="list-style-type: none"> Write recognizable letters. Spell words that contain a sound-blend. Write simple sentences. </td> </tr> </table>	Word Reading	<ul style="list-style-type: none"> Say a sound in a word. Read words and sentences that contain a sound-blend. Read aloud simple texts using phonic knowledge. 	Writing	<ul style="list-style-type: none"> Write recognizable letters. Spell words that contain a sound-blend. Write simple sentences.
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Building Relationships	Maths	<table border="1"> <tr> <td rowspan="2">Number</td> <td> <ul style="list-style-type: none"> Have a deep understanding of number. Subitise (recognise) number. Automatically recall number facts. </td> </tr> <tr> <td>Numerical Patterns</td> <td> <ul style="list-style-type: none"> Verbally count objects. Compare quantities. Explore and understand patterns. </td> </tr> </table>	Number	<ul style="list-style-type: none"> Have a deep understanding of number. Subitise (recognise) number. Automatically recall number facts. 	Numerical Patterns	<ul style="list-style-type: none"> Verbally count objects. Compare quantities. Explore and understand patterns. 				
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Communication and Language	Listening, Attention and Understanding	Understanding the World	Past and Present	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 						
	Speaking	The Natural World	<ul style="list-style-type: none"> 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. 							
		Creating with Materials	<ul style="list-style-type: none"> 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. 							
Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> 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. 								

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.

They have also 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.



'Development Matters' is a non-compulsory document which provides the scaffolding for supporting this Early Years Foundation Stage curriculum in achieving the 17 ELG's. It is used by staff to support them to understand child development in the different Areas of Learning.



From September 2021 there were key changes to this document;

Children are no longer assessed against an age band. It's now accepted each child develops in different ways, so the use of the age bands before did not fit everyone fairly.

Staff can now use their own knowledge of child development to decide each child's next steps and support needs.

These changes allow more freedom for adults to plan to the learning and interests of the children in their class.

Newly updated **Development Matters Non-Statutory Curriculum Guidance for the Early Years Foundation Stage** was published in September 2020 and revised in July 2021 and came into force in September 2021. We were an Early Adopter School



The guidance is written to help practitioners meet the new requirements of the 'Statutory Framework for the Early Years Foundation Stage', which were effective from September 2021.

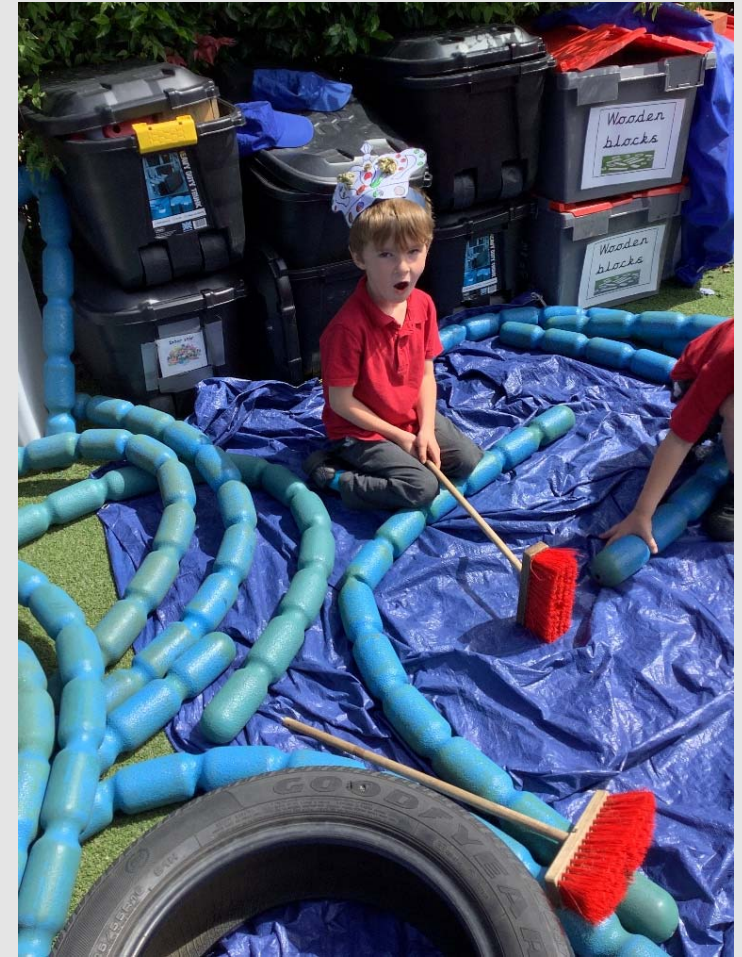
Key changes were made to Development Matters (Non-Statutory Curriculum Guidance for the Early Years Foundation Stage) in Sept 2021 for lots of reasons.

Why has Development Matters been updated?

What does Development Matters look like now?

Observation and Assessment Expectations

Characteristics of effective learning



Why has Development Matters been updated?

There are **three main reasons** why the updates have been implemented.

We still use ILD,
Special Books Proud
Walls , Quality
interactions

To reduce
practitioner
workload

The updated Development Matters document aims to move away from constant generation of data about children's progress and tick sheets. By taking away the need for constant recording, it helps to develop more natural play, conversations and interaction between adults and children .



To concentrate
on children's
communication

This is in order to address increased anxiety about children's early communication. Good language skills are the basis for all other learning and social interaction, so this is vital to focus on. It also supports building up vocabulary by increasing the amount of words they know and can use.

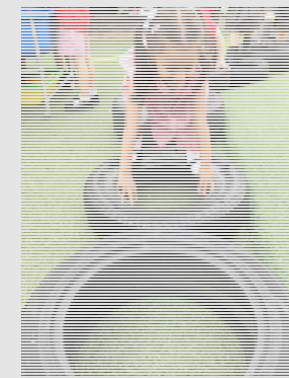


We are focussing on better
quality, scaffolded interactions
for children between adults and
peers . e.g. KAGAN

To focus more on
supporting
children who risk
falling behind the
majority

The reformed guidance should help to focus on identifying and narrowing any gaps in children's learning and development.

Regular pupil progress
reviews and intervention
groups .



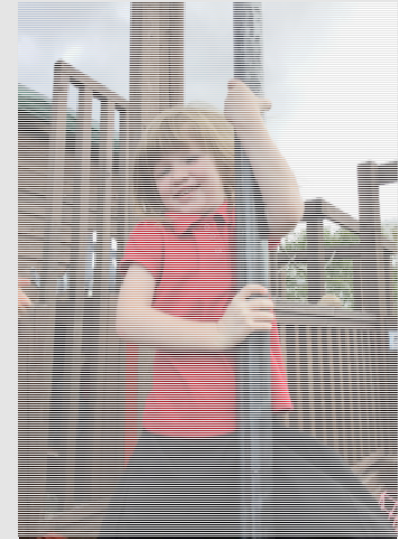
What does Development Matters look like now?

Birth to three - Babies, Toddlers and Young Children

Development descriptors for babies and toddlers are not broken into smaller age bands as they were previously

These small-step age bands infer that child development can be measured in linear steps and stages.

The updated Development Matters acknowledges that **this isn't** how children learn and develop, as illustrated by research findings and international practice.



Key developmental milestones are included in the guidance as 'observation checkpoints'

The aim of these checkpoints is to support practitioners in identifying children who are at risk of falling behind other children in their development.

e.g. "Is the toddler listening and responding to simple instructions...?"

What does Development Matters look like now?

3 and 4 year olds Nursery or Foundation Stage 1

Key developmental milestones are included in the guidance as 'observation checkpoints'

The aim of these checkpoints is to support practitioners in identifying children who are at risk of falling behind other children in their development.



What does development Matters Look like now?

4-5 year olds

Children in Reception or Foundation Stage 2

Does not specifically
include the early learning
goals

To move away from the view of Early Learning Goals as a set of hoops for children to jump through as soon as possible, they are not included in the updated Development Matters guidance but we still assess against these at the end.



Observation and Assessment Expectations

Key Quotes from the Guidance

"Accurate and proportionate assessment is vital. It helps you to make informed decisions about what a child needs to learn and be able to do next."

"It is not designed to be used as a tick list for generating lots of data."

"You can use your professional knowledge to help children make progress without needing to record lots of next steps."

"The guidance can help you check that children are secure in all the earlier steps of learning, before you look at their 'age band'."

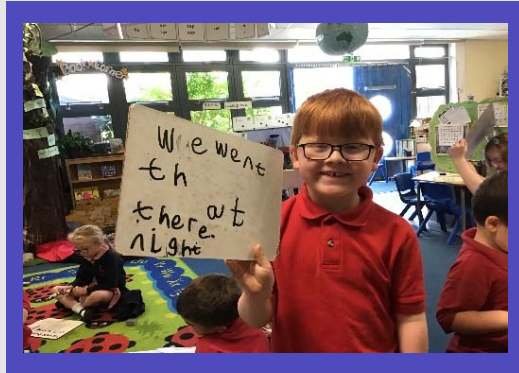
"Depth in learning matters much more than moving from one band to the next or trying to cover everything."



"Children who may struggle in their early learning are not 'low ability'. We do not know what their potential might be. Every child can make progress with the right support."



Characteristics of effective learning



Playing and Exploring

- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Plan and think ahead about how they will explore or play with objects.
- Guide their own thinking and actions by talking to themselves while playing.
- Make independent choices.
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning.
- Respond to new experiences that you bring to their attention.

Active Learning

- Participate in routines and begin to predict sequences because they know routines.
- Show goal-directed behaviour.
- Begin to correct their mistakes themselves.
- Keep on trying when things are difficult.

Creating and Thinking Critically

- Take part in simple pretend play.
- Sort materials.
- Review their progress as they try to achieve a goal and check how well they are doing.
- Solve real problems.
- Use pretend play to think beyond the 'here and now' and to understand another perspective.
- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Alongside all these new changes there runs our Foundation Stage Action plan which aims to support and implement some of these new changes more effectively. The following is a summary of the some key initiatives we've followed this year.



2021-22 Action plan initiatives

Progression in basic play skills.

Physical development (PD) fine and gross motor and Expressive Art and Design (EAD)



Mid-Level Join
For a mid-level join you are probably introducing techniques and resources that require more advanced dexterity and a wider range of apparatus.

Tape - masking and then Sellotape
(differentiate between then in discussion with the children. Which would you start with and why?)

Electric bands - join using straight wrap or connected and then threaded

Folding - basic origami techniques and half quarter folds

Paper clip (large and small) to link
Strapler
Bu Tack

High-Level Join
For a high level join you are going to need really good fine motor manipulation and also master the use of other equipment and cutting techniques to enable to

Hole punch (single and double)
Split pins
Treasury tags
Stitching - hole punch and lace/wool/string
More complex folding cutting and tearing

Attachment Techniques

Fold
A way to attach two lengths

L Brace
A way to connect two objects with a 90° angle

Slot
A way to connect two pieces together

Tab
A way to attach a standing wall

Reds Oaks Primary School - Foundation Stage skills progression sheets

Water Play

Children within the EYFS seem to be instinctively attracted to all the things the planet is made of, and above all water taking pleasure just in the tactile experience and learning about the world through their senses. At Red Oaks we have adopted this progression to ensure a development of skills in water play. Be aware of children with skin problems - scented or coloured water is especially harmful to children with eczema. Change the water daily and wash all resources regularly. Do not handle ice straight from the freezer. Do not use any glass containers

Water	ACTIVITIES	PROGRESSION
Experimental Play	<ul style="list-style-type: none"> Free play with a range of bath-time toys siph, plates, jugs, heaps, buckets, buckets talk about keeping clean themselves, dishes, clothes look at seaside pictures and photographs look to create rhymes eg. I'm a little teapot make bubbles in water tray to recognise water discuss shapes and colours Can you see through a bubble? Use bubbles to describe what you see Fill containers with water in the tray by squeezing them pour from jugs and teapot into cups and bottles 	<ul style="list-style-type: none"> describe the behaviour of the toys look at seaside pictures and photographs and talk about their experiences make a pretend dish-washer, washing machine put play houses around sink area in classroom - turn into the kitchen blow bubbles through different shaped blowers Discuss the shapes of the bubbles What happens when they burst?
Experimental Play - Filling and Pouring	<ul style="list-style-type: none"> develop manipulative skills - filling cups, yogurt cartons and pouring out develop concentration skills talk about the pouring out develop vocabulary e.g. full, empty, nearly full, holds more, pour, stop 	<ul style="list-style-type: none"> pour from one container to another vary large funnels progressing to smaller funnels controlled pouring into wide necked containers progressing to controlled pouring into narrower necked containers share equipment and working co-operatively increase vocabulary e.g. large, level, shallow, deep, enough, heavy

Reds Oaks Primary School - Foundation Stage skills progression sheets

Sand Play
Children within the EYFS seem to be instinctively attracted to sand, taking pleasure just in the tactile experience and learning about the world through their senses. At Red Oaks we have adopted this progression to ensure a development of skills in both wet and dry sand.

DAMP/WET SAND PLAY		PROGRESSION
Experimental play	<ul style="list-style-type: none"> Fill buckets using hands and spoons make sand castles look at marks in sand made by hands, buckets, spoons flatten sand castles using spoons smooth and level sand using spoons 	<ul style="list-style-type: none"> make an unbroken sand castle look at seaside pictures and photographs develop vocabulary - holds more, holds less work co-operatively with other's work
Experimental Play - moulding	<ul style="list-style-type: none"> Fill containers using hands and spoons make sand castles using damp and wet sand and various wide-necked containers look at the shapes made when the container is emptied Fill trays to make "buns" five current Buns - mix up sand and pebbles and make current buns 	<ul style="list-style-type: none"> read stories about building sites. Add builders' overalls, builders' hats for children to wear make sand watter/drier match the shape of the container to the shape of the sand provide a set of commercial shapes for filling e.g. bricks, sand shapes set fruit, transport, hands and feet moulds recite nursery rhymes introduce appropriate resources to re-enact rhymes in the sand tray
Free exploration using the senses	<ul style="list-style-type: none"> develop descriptive vocabulary-wet, cold, damp, hard, soft, squappy, smooth rough, lumpy explore the properties of sand by observation, touch and smell sift sand through fingers squeeze, dig, pile, pour, heap, scoop, pinch stand, move feet in sand 	<ul style="list-style-type: none"> compare the properties of different types of sand - silver, sand tray
Mark making and pattern to develop fine motor skills to facilitate pre-writing.	<ul style="list-style-type: none"> make patterns with fingers-wiggly wavy, straight, zig zag, round draw pictures in the sand vary the actions to slow, fast, light, heavy vary the actions but using a variety of natural materials to make marks and create patterns 	<ul style="list-style-type: none"> ask children to draw or paint the shapes/patterns they have made in the sand finger painting make a repeated pattern make patterns moving from left to right copy a pattern begin to write letters

**2021-22
Action plan
initiatives**

Developing the outdoor play areas.

**Nursery
Build it challenge**

Today Mr Cowell challenged us to use our design and technology skills to build somewhere to keep all of our large construction kit. We designed it with Lego then helped to use the drill and sander to make it. Ta da! We are very proud of our new skills.

PIC•COLLAGE



**What Can I Do in the
Mud Kitchen Area?**

- I can use my senses as I explore the mud and materials.
- I can select and use tools and equipment to carry out my plan.
- I can use large and small motor skills to do things independently.
- I can describe what I am doing in some detail.
- I can use simple language to describe capacity, weight and size and make comparisons.
- I can count or subitise small groups of objects.
- I can explore natural materials.

Communication and Language (CL) Physical development (PD) fine and gross motor and Expressive Art and Design (EAD) and Personal, Social and Emotional Development (PSED) skills



2021-22
Action plan
initiatives

Laying the foundations for Whole school Kagan strategies



Communication and Language (CL) and
Personal, Social and Emotional
Development (PSED) skills

Do you prefer ice cream or chocolate cake? Why?



If you could fly, what would you do? Why?



If you had a superpower, what would it be? Why?



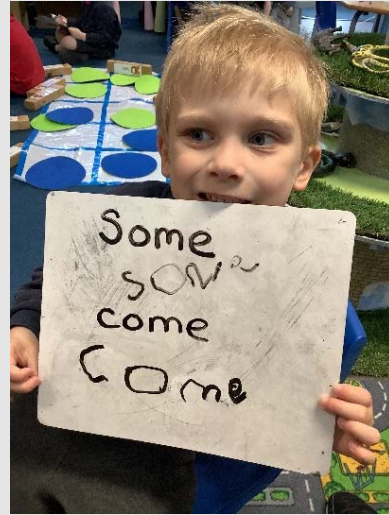
Would you rather have super strength or be able to fly? Why?



If you are ever in doubt what EYFS is all about...



...achievement



... pride in progress



...awe and wonder



...finding my own way of doing things!



...experimenting



...collaboration



...enjoyment

...it's just what we do here!