**What is the Early Years Foundation Stage?**

Welcome to the **Early Years Foundation Stage (EYFS),** which is how the Government and Early Years professionals describe the time in a child’s life between birth and age 5. This is a very important stage as it helps children get ready for school as well as preparing them for their future learning and successes. From when a child is born up until the age of 5, their Early Years experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs. Nurseries, pre-schools, reception classes and childminders registered to deliver the EYFS must follow a legal document called the Early Years Foundation Stage Framework.

**What is the EYFS Framework – why do we have one?**

The EYFS Framework exists to support all professionals working in the EYFS to help children, and was developed with a number of Early Years experts and parents. In 2012 the framework was revised to make it clearer and easier to use, with more focus on the things that matter most. This new framework also has a greater emphasis on the parent’s role in helping children develop.

***How my child will be learning***

The EYFS Framework explains how and what children will be learning to support their healthy development. Child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first. These are:

Communication and language;

Physical development; and

Personal, social and emotional development.

These prime areas are those most essential for your child’s healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

Literacy;

Mathematics;

Understanding the world; and

Expressive arts and design.

These 7 areas are used to plan children’s learning and activities. The professionals teaching and supporting children at Swallowfield will make sure that the activities are suited to all children’s unique needs. The document below maps out when all objectives across the curriculum will be taught throughout the children’s time in Early Years.

Early Years Curriculum Coverage

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| Area of Learning |  | Busy Bees | Foundation | Notes |
| PSED | MR | Autumn 1Demonstrate friendly behaviour initiating conversation and forming good relationships with peers and familiar adults. | Spring 1Initiate play and offering cues to peers to join in. | Summer 1Keep play going by responding to what others are doing or saying. | Autumn 1-Initiates conversations, attends to and takes account of what others say.-Takes steps to resolve conflicts with other children, e.g. finding a compromise. | Spring 1Explains own knowledge and understanding, and asks appropriate questions of others. | Summer 1Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise theiractivity. |  |
| Autumn 2Can play in a group extending play and building up a role play activity with other children. | Spring 2Demonstrate friendly behaviour initiating conversation and forming good relationships with peers and familiar adults. | Summer 2Demonstrate friendly behaviour initiating conversation and forming good relationships with peers and familiar adults. | Autumn 2Initiates conversations, attends to and takes account of what others say.Takes steps to resolve conflicts with other children, e.g. finding a compromise. | Spring 2Explains own knowledge and understanding, and asks appropriate questions of others. | Summer 2They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. |
| SCSA | Autumn 1Can select and use activities and resources with help. | Spring 1Confident to talk to other children when playing and will communicate freely about own home. | Summer 1Enjoys responsibility of carrying out small tasks. | Autumn 1Can describe self in positive terms and talk about abilities. | Spring 1Confident to speak to others about own needs, wants, interests and opinions. | Summer 1Children are confident to try new activities, and say why they like some activities more than others. |  |
| Autumn 2Shows confidence in asking adults for help. | Spring 2Welcome and value praise for things they have done. | Summer 2More outgoing towards unfamiliar people. | Autumn 2Can describe self in positive terms and talk about abilities. | Spring 2Confident to speak to others about own needs, wants, interests and opinions. | Summer 2They 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. |
| MFB | Autumn 1Can usually tolerate delay when needs are not immediately met and understand wishes may not always be met. | Spring 1Accept the needs of others and can take turns and share sometimes with the support of others. | Summer 1Can usually adapt behaviour to different events, social situations and changes in routine. | Autumn 1Aware of the boundaries set, and of behavioural expectations in the setting. | Spring 1Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. | Summer 1Children 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. |  |
| Autumn 2Aware of own feelings and know that some actions and words can hurt others feeling. | Spring 2Can usually tolerate delay when needs are not immediately met and understand wishes may not always be met. | Summer 2Can usually tolerate delay when needs are not immediately met and understand wishes may not always be met. | Autumn 2Aware of the boundaries set, and of behavioural expectations in the setting. | Spring 2Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. | Summer 2They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. |
| CL | L&A | Autumn 1Listen to stories with increasing attention and recall. | Spring 1Listens to others one to one or in small groups, when the conversation interests them. | Summer 1Is able to follow direction – if not intently focused on own choice of activity. | Autumn 1Maintains attention, concentrates and sits quietly during appropriate activity. | Spring 1Two-channelled attention - can listen and do for short span. | Summer 1Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to whatthey hear with relevant comments, questions or actions. |  |
| Autumn 2Joins in with repeated phrases and anticipates key events and phrases in rhymes and stories. | Spring 2Focus attention, still listen and do but can shift own attention. | Summer 2Is able to follow direction – if not intently focused on own choice of activity. | Autumn 2Maintains attention, concentrates and sits quietly during appropriate activity. | Spring 2Two-channelled attention - can listen and do for short span. | Summer 2They give their attention to what others say and respond appropriately, while engaged in another activity. |
| Und | Autumn 1Shows an understanding of preposition such as on to – under and next to by carrying out the action or pointing to the picture. | Spring 1Shows an understanding of preposition such as on to – under and next to by carrying out the action or pointing to the picture. | Summer 1Beginning to understand why and how questions. | Autumn 1Listens and responds to ideas expressed by others in conversation or discussion. | Spring 1Able to follow a story without pictures or props. | Summer 1Children follow instructions involving several ideas or actions. |  |
| Autumn 2Understand the use of objects – what do we use to cut things? | Spring 2Respond to simple instructions such as to get or put away an object. | Summer 2Beginning to understand why and how questions. | Autumn 2Listens and responds to ideas expressed by others in conversation or discussion. | Spring 2Able to follow a story without pictures or props.Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. | Summer 2They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. |
| Spk | Autumn 1Can retell a past event in correct order – went down slide, hurt finger. | Spring 1Question why things happen and gives explanations asking – what where when and how. | Summer 1Use intonation rhyming and phrasing to make their meaning clear to others.Use talk in pretending that objects stand for something else in play – this box is my castle.Use a range of tenses. | Autumn 1Links statements and sticks to a main theme or intention.Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. | Spring 1Uses language to imagine and recreate roles and experiences in play situations.Introduces a storyline or narrative into their play. | Summer 1Children 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. |  |
| Autumn 2Beginning to use more complex sentences to link thoughts –using because /and.  | Spring 2Use vocab focused on objects and people that are of particular interest to them. | Summer 2Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. | Autumn 2Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. | Spring 2Uses language to imagine and recreate roles and experiences in play situations.Introduces a storyline or narrative into their play. | Summer 2They 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. |
| PD | M&H | Autumn 1Move freely and with pleasure and confidence in a range of ways.Stand on one foot. | Spring 1Runs skilfully and negotiates space. | Summer 1Holds pencil between thumb and 2 fingers.Holds pencil near point between first 2 fingers and thumb with good control. | Autumn 1Experiments with different ways of moving.Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.Shows a preference for a dominant hand.Handles tools, objects, construction and malleable materials safely and with increasing control. | Spring 1Jumps off an object and lands appropriately.Travels with confidence and skill around, under, over and through balancing and climbing equipment.Uses simple tools to effect changes to materials.Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.  | SummerChildren show good control and co-ordination 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. |  |
| Autumn 2Mounts steps or equipment using alternate feet.Walks downstairs 2 feet to each step whilst carrying a small object. | Spring 2Draws lines and circles using gross motor movements. | Summer 2Catch a large ballUses one handed tools and equipment.Can copy some letters Eg letters from name. | Autumn 2Experiments with different ways of moving.Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.Begins to use anticlockwise movement and retrace vertical lines.Begins to form recognisable letters. | Spring 2Uses simple tools to effect changes to materials.Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Handles tools, objects, construction and malleable materials safely and with increasing control. |
| HSC | Autumn 1Can tell adults when hungry or tired. | Spring 1Dresses with help. | SummerCan usually manage washing and drying hands.Observes the effects of activity on their bodies. | Autumn 1Usually dry and clean during the day.Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Practices some appropriate safety measures without direct supervision. | Spring 1Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.Shows understanding of how to transport and store equipment safely. | SummerChildren 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. |  |
| Autumn 2Gains more bladder and bowel control. | Spring 2Understand that equipment and tools have to be used safely. | Autumn 2Eats a healthy range of foodstuffs and understands need for variety in food.Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. | Spring 2Eats a healthy range of foodstuffs and understands need for variety in food. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. |
| LIT | Read | AutumnEnjoys rhyming and rhythmic activities.Listens to and joins in with stories and poems one to one and in small groups.Listens to stories with increasing attention.Shows interest in illustration.Recognises familiar signs such as logos and own name. | SpringDescribe main story setting, events and characters.Begin to be aware of the way stories are structured.Suggest how a story might end. | SummerShow awareness of rhyme and alliteration.Know that print carries meaning and in English is read from left to right and top to bottom.Recognises rhythm in spoken words.Know information can be relayed in print. | Autumn 1Hears and says the initial sound in words.Links sounds to letters, sounding the letters of the alphabet.Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. | Spring 1Begins to read words and simple sentences.Enjoys an increasing range of books.Knows that information can be retrieved from books and computers. | Summer 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 understanding when talking with others about what they have read. |  |
| Autumn 2Continues a rhyming string.Can segment the sounds in simple words and blend them together and knows which letters represent some of them.Enjoys an increasing range of books. | Spring 2Begins to read words and simple sentences.Enjoys an increasing range of books. |
| Writ | Autumn Sometimes give meaning to marks as they draw and paint.Ascribe meaning to marks that they see in different places. | SpringSometimes give meaning to marks as they draw and paint.Ascribe meaning to marks that they see in different places. | SummerSometimes give meaning to marks as they draw and paint.Ascribe meaning to marks that they see in different places. | Autumn 1-Gives meaning to marks they make as they draw, write and paint.Links sounds to letters, sounding the letters of the alphabet.Writes own name and other things such as labels, captions.Hears and says the initial sound in words. | Spring 1Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. | Summer 1Children 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. |  |
| Autumn 2Continues a rhyming string.Uses some clearly identifiable letters to communicate meaning, Writes own name and other things such as labels, captions.Begins to break the flow of speech into words. | Spring 2Can segment the sounds in simple words and blend them together.Attempts to write short sentences in meaningful contexts. |
| MA | Num | Autumn 1Use some number names and number language spontaneously.Use some number names accurately in play.Recite numbers in order to 10. | Spring 1Compare 2 groups of objects saying when they have the same number.Begin to represent numbers using fingers, marks on paper or pictures. | Summer 1Sometimes match number and quantity correctly.Separate a group of 3 or 4 objects in different ways beginning to recognise that the total is still the same. | Autumn 1Recognise some numerals of personal significance.-Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved.Counts objects to 10, and beginning to count beyond 10.Counts out up to six objects from a larger group.Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. | Spring 1Recognise some numerals of personal significance.Recognises numerals 1 to 5.Counts up to three or four objects by saying one number name for each item.Counts actions or objects which cannot be moved.Counts objects to 10, and beginning to count beyond 10.Counts out up to six objects from a larger group.Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.Counts an irregular arrangement of up to ten objects.Children count reliably with numbers from one to 20. | SummerIn practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.Records, using marks that they can interpret and explain.Begins to identify own mathematical problems based on own interests and fascinations.Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. Finds the total number of items in two groups by counting all of them. |  |
| Autumn 2Knows that numbers identify how many things are in a set.Realises that not only objects can be counted including steps claps or jumps. | Spring 2Show an interest in representing numbers.Show curiosity about numbers by offering comments or asking questions. | Summer 2Show an interest in numbers in the environment.Show an interest in number problems. | Autumn 2Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.Says the number that is one more than a given number.Finds one more or one less from a group of up to five objects, then ten objects. Records, using marks that they can interpret and explain. | Spring 2In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.Records, using marks that they can interpret and explain.Begins to identify own mathematical problems based on own interests and fascinations.-Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. Finds the total number of items in two groups by counting all of them. |
| SSM | Autumn 1***Show an interest in shape and space by playing with shapes or making arrangements with objects.*** | Spring 1***Show interest in shape by sustained construction activities or by talking about shapes or arrangements.*** | Summer 1***Uses shapes appropriately for tasks.*** | Autumn 1Beginning to use mathematical names for ‘flat’ 2D shapes, and mathematical terms to describe shapes.Selects a particular named shape.Uses familiar objects and common shapes to create and recreate patterns and build models. | Spring 1Orders two or three items by height.Orders two items by weight.Children use everyday language to talk about size, weight, capacity and distance. | SummerUses everyday language related to time. Beginning to use everyday language related to money.Orders and sequences familiar events.Measures short periods of time in simple ways.Can describe their relative position such as ‘behind’ or ‘next to’.Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solveproblems.They recognise, create and describe patterns.They explore characteristics of everyday objects and shapes and use mathematical language to describe them. |  |
| Autumn 2***Show an awareness of similarities of shapes in the environment.******Show interest in shapes in the environment.*** | Spring 2***Beginning to talk the shapes of everyday objects such as round and tall.*** | Summer 2***Use positional language.*** | Autumn 2Beginning to use mathematical names for ‘flat’ 2D shapes, and mathematical terms to describe shapes.Selects a particular named shape.Orders two or three items by length. | Spring 2Orders two or three items by height.Orders two items by weight.Children use everyday language to talk about size, weight, capacity and distance. |
| UW | PAC | Autumn 1Shows and interest in the lives of people who are familiar to them. | Spring Know some of the things that make me unique and can talk about some of the similarities and differences | SummerShow interest in different occupations and ways of life. | Autumn/SpringEnjoys joining in with family customs and routines. | Summer 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. |  |
| Autumn 2Remember and talk about significant events’.Recognise and describe special times and events. |
| UW | AutumnShow care and concern for living things in the environment. | SpringComment and ask questions about aspects of their familiar world.Can talk about some of the things they have observe such as plants animals and natural objects. | Summer 1Talk about why things happen and how things work. | Autumn/SpringLooks closely at similarities, differences, patterns and change. | SummerChildren 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 another. They make observations of animals and plants and explain why some things occur, and talk about changes. |  |
| Summer 2Develops and understanding of growth and decay and changes over time. |
| Tech | Autumn Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. | SpringShows an interest in tech toys with knobs and pulleys or real objects. | SummerShows how to operate simple equipment e.g. turns on cd player and uses remoted control.Knows that information can be retrieved from computers. | AutumnCompletes a simple program on a computer. | SpringUses ICT hardware to interact with age-appropriate computer software. | SummerChildren recognise that a range of technology is used in places such as homes and schools.They select and use technology for particular purposes. |  |
| AD | EMM | Autumn 1Begin to move rhythmically. Joining in with dancing and ring games.Uses various construction materials. | Spring 1Realise that told can be used for a purpose.Joins construction pieces together to build and balance. | Summer 1Understand that they can use lines to enclose a space.Imitate movement in response to music. | Autumn 1Plays alongside other children who are engaged in the same theme.-Explores what happens when they mix colours.Experiments to create different textures.Constructs with a purpose in mind, using a variety of resources. | Spring 1Explores the different sounds of instruments.Understands that different media can be combined to create new effects.Manipulates materials to achieve a planned effect. | SummerChildren 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. |  |
| Autumn 2Sings a few familiar songs.Beginning to construct stacking blocks vertically and horizontally making enclosures. | Spring 2Explores and learns how sounds can be changed.Explores colour and how colour can be changed. | Summer 2Tap out simple repeated rhythms.Beginning to be interested in and describe texture. | Autumn 2Begins to build a repertoire of songs and dances. | Spring 2Uses simple tools and techniques competently and appropriately.Selects appropriate resources and adapts work where necessary.Selects tools and techniques needed to shape, assemble and join materials they are using. |
| BI | Autumn 1Create movement in response to musicDevelop preferences for forms of expression. | Spring 1Makes up rhythms. | Summer 1Build stories around toys.Engage in imaginative role play based on first hand experiences. | Autumn 1Create simple representations of events, people and objects.Chooses particular colours to use for a purpose. | SpringIntroduces a storyline or narrative into their play.Plays cooperatively as part of a group to develop and act out a narrative. | SummerChildren 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 andtechnology, art, music, dance, role play and stories. |  |
| Autumn 2Use music to express feelings.Sing to self and make up simple songs. | Spring 2Uses available recourses to create props to support role play.Captures experiences and responses with a range of media. | Summer 2Notice what adults do and imitate what is observed then do it spontaneously. | Autumn 2Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. |