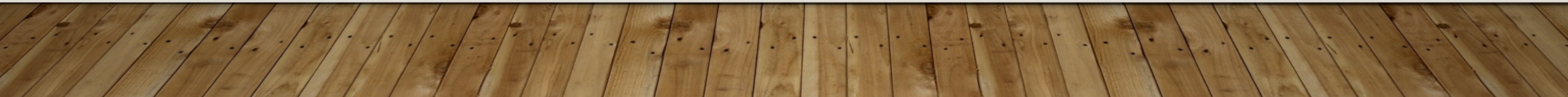


NEW EYFS 2021

STATUTORY FRAMEWORK FOR EARLY YEARS FOUNDATION STAGE

Statutory Framework for the Early Years Foundation Stage, DfE 2021

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'



KEY OBJECTIVES FOR THE REFORMS

In September 2021 the curriculum is changing. This power point outlines the changes to the EYFS which affects children from birth to the end of reception in an educational setting.

The Department for Education (DfE) says that the proposals are intended to:

- Save time doing unnecessary paperwork – educators will be spending less time doing paperwork and observations and more time interacting and building relationships with children
- make all 17 ELGs clearer, more specific and easier for teachers to make accurate judgements, there are still 7 areas of learning that remain the same
- focus on strengthening language and vocabulary development to particularly support disadvantaged children
- strengthen literacy and numeracy outcomes to ensure all children have a good grasp of these areas of learning in preparation for year 1
- ensure the ELGs are based on the latest evidence in childhood development.

7 FEATURES OF EFFECTIVE PRACTICE

The new non statutory Development Matters gives 7 key features of effective practice:

- The very best for every child
- High quality care
- The curriculum – what we want children to learn
- Pedagogy
- Assessment
- Self-regulation and executive function
- Partnership with parents

New ELGs – Prime Areas

Communication and Language

- Listening, Attention and Understanding
- Speaking

Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building relationships

Physical Development

- Gross Motor skills
- Fine Motor skills

CHANGES TO THE PRIME AREAS

Personal, Social, Emotional Development

- Personal, Social, Emotional Development is now in three parts, including self-care, eating and managing emotions; Self Regulation (regulate their behaviour), Managing Self and Building Relationships.
- 'Self Regulation' replaces 'Managing feelings and behaviour'.
- Self-regulation is the ability to monitor and manage your energy states, emotions, thoughts, and behaviours in ways that are acceptable and produce positive results such as well-being, loving relationships, and learning.

CHANGES TO THE PRIME AREAS

Communication and language

- Communication and language has been split into two instead of three sections, putting listening and understanding together and a greater focus on the importance of language development.
- The end goals are similar to the existing EYFS.

CHANGES TO THE PRIME AREAS

Physical Development

- This is the third prime area of learning. There is now a greater focus on the link between gross and fine motor skills.
- Health and Self-Care has moved to Personal and Social Development.

New ELGs – Specific Areas

Literacy

- Comprehension
- Word reading
- Writing

Mathematics

- Number
- Numerical patterns

Understanding of the World

- Past and present
- People cultures and communities
- The natural world

Expressive Arts and Design

- Creating with materials
- Being imaginative and expressive

CHANGES TO THE SPECIFIC AREAS

Covering the objectives in the EYFS for maths through play

- Maths has taken less of a focus on shapes and more of a focus on patterns. Shape work is included in the development matters but not in the ELG.
- Practitioners are able to work on shaping their own way of teaching maths which can be done through play and short adult led activities.

CHANGES TO THE SPECIFIC AREAS

Literacy

- Goals are similar to before but there is greater focus on literacy learning in earlier ages including a link between understanding and later reading and writing skills. Children in Early Years learn these skills through Phase 1 then Phase 2 phonics, as well as through storytelling, small world and role play, mark making in play, drawing and painting.

CHANGES TO THE SPECIFIC AREAS

Understanding the World

- There is a greater focus on widening experiences in line with the range of cultures in our local community.
- Technology has been removed as children get so much technology already at home. Settings will use computers of course but there is no prescribed end goal. The new UTW focuses more on building scientific knowledge.

CHANGES TO THE SPECIFIC AREAS

Art and Design

- Remains very much the same.

CHARACTERISTICS OF EFFECTIVE LEARNING

- The Characteristics of Effective Learning remain unchanged in the new EYFS. Children need motivation to learn.
- Motivation is more important than knowledge and is the key to success for children and adults. Think of the Characteristics of Effective Learning as instilling motivation to not only succeed in Early Years, but to also become lifelong learners. The EYFS has the Characteristics of effective learning at the heart of the curriculum.

SELF-REGULATION AND EXECUTIVE FUNCTION

Executive function includes the child's ability to:

- hold information in mind
 - focus their attention
 - regulate their behaviour
 - plan what to do next.
- These abilities contribute to the child's growing ability to self-regulate:
- focus their thinking
 - monitor what they are doing and adapt
 - regulate strong feelings
 - be patient for what they want
 - bounce back when things get difficult.
 - Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

CHANGES TO 'DEVELOPMENT MATTERS': NON-STATUTORY CURRICULUM GUIDANCE

- It's shorter, about two-thirds of the length of the previous version, to allow settings more freedom to develop the right curriculum for their children.
- The age bands have been simplified to avoid tracking activities that don't support child development. There are now 3 instead of 6:
 - birth to 3
 - 3 and 4 year olds
 - children in Reception (F2)
- Assessment is now based on more professional judgement. Teachers and early years staff will make more judgements based on their knowledge and experience of children's progress over time.

CHANGES TO SAFEGUARDING AND WELFARE

- There will be some minor changes to the safeguarding and welfare section, however, safeguarding and welfare of children remains as important as ever, including a new requirement to promote the good oral health of children.

ASSESSMENT ARRANGEMENTS

Age 2 progress check

- No changes have been made to the progress check at age 2. This is the only statutory assessment that people working with pre-reception children will need to carry out.
- The purpose of the 2 year check is to help identify strengths and any areas where progress is less than expected.

ASSESSMENT ARRANGEMENTS

Baseline Assessment in Reception

The Reception Baseline Assessment (RBA) is **a statutory assessment from September 2021** onwards. It provides a snapshot of where pupils are when they arrive at school. It will provide a starting point to measure the progress schools make with their pupils between reception and the end of primary school.

The results of a child's baseline assessment are not available to school or parents, as this data is intended as a progress measure of the school, rather than to generate individual profiles. Schools are still required to collate their own baseline information to inform planning.

The baseline assessment takes place within the normal classroom environment during the first weeks of a child starting reception (F2) class.

CHANGES TO THE EARLY LEARNING GOALS (ELGS)

- The early learning goals summarise the knowledge, skills and understanding that all young children should have gained by the end of the academic year in which they turn 5, the Reception year.
- The early learning goals should not be used as a curriculum. They should be used as an assessment during the summer term of the Reception year.
- The early learning goals have been changed to make them clearer and more specific. They are more focused on the main factors that support child development at age 5.
- Practitioner knowledge is much more valued and there is still a need for educators to share information with parents.
- There is no longer an exceeding judgement at the end of Reception. Children will be assessed as Expected or Emerging.

The changes

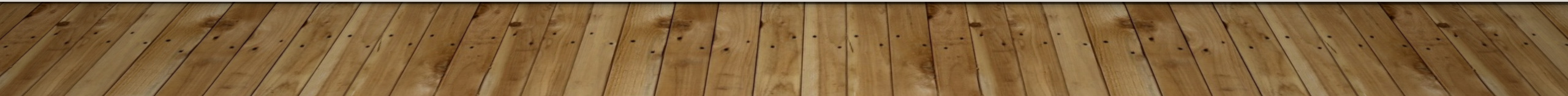
WHAT ARE OUR AIMS FOR THE EYFS?

- To make the child's first experience of school, happy, positive and fun;
- To ensure breadth of balance in the curriculum through carefully planned adult input and sensitive interaction using the Early Years Foundation Stage Practice Guidance, while having regard for the skills and attitudes the Key Stage one National Curriculum will demand;
- To encourage parents to become partners with the school in the education of their children;
- To provide a curriculum firmly based on active learning to meet the needs of the individual child;
- To foster a love of learning, enquiring minds and the ability to discuss, adapt and negotiate;
- Children will be helped to develop self-control and to respect the feelings, needs, culture and abilities of others
- To foster our core school principles of 'Respect, Effort and Honesty'.

LEARNING THROUGH PLAY

We acknowledge the great importance of play, and active learning in the Foundation Stage. Play is totally absorbing, extremely serious and a natural desire for young children.

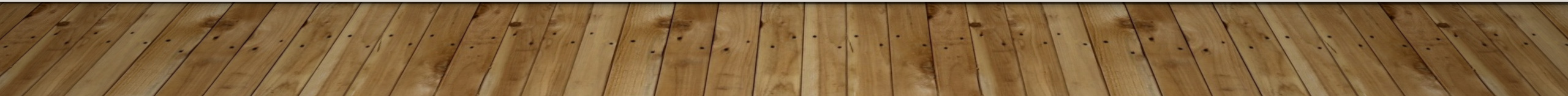
The role of the practitioner is crucial for planning and resourcing a challenging play environment, supporting learning through play activity, extending and supporting spontaneous play and extending and developing language and communication during play.



LEARNING THROUGH PLAY

'Children need places to play, objects and materials to play with, time to play, and most importantly, people who help them to play. Well planned play leads practitioners to support and extend children's play through their teaching – a powerful way of helping children learn in early childhood. Play helps children to make good use of their learning, so that they can use what they know to learn more.'

Learning Through Play, Tina Bruce 2011, Hodder and Stoughton.



COMMUNICATION, LANGUAGE & LITERACY: LISTENING, ATTENTION & UNDERSTANDING, SPEAKING

- Listening to and responding
- Hearing and auditory perception
- Vision and visual perception
- Symbolic understanding
- Gesture
- Semantic and pragmatic language
- Communicating non-verbal and verbally
- Understanding speech
- Using and widening vocabulary
- Using complex patterns of speech
- Using letter names and sounds
- Showing awareness of sounds in words
- Social skills

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: SELF REGULATION, MANAGING SELF, BUILDING RELATIONSHIPS

- Forms of social play; functional play, pretend play, etc.
- Development of friendships - shows affection and sympathy, plays alongside and with others
- Emotional development
- Develop self-regulation - attachment, developing attention, social behaviour
- Self care and independence - feeding, managing own hygiene and care

PHYSICAL DEVELOPMENT: GROSS MOTOR SKILLS FINE MOTOR SKILLS

Moving in a variety of ways:

- Running, marching, galloping, jumping, skipping, walking up and down using alternate feet, hopping,
- Manages personal space, pedaling a bike

Moving with objects:

- Throwing, kicking, catching, dribbling, using a bat and ball
- Pushing and pulling
- Managing own hygiene and self care
- Painting, cutting, drawing, writing

LITERACY: COMPREHENSION, WORD READING WRITING

- Language and vocabulary building (see CLL)
- Phonological awareness
- Phonemic awareness
- Rhyme and rhythm
- Fiction and non fiction books, including poetry
- Print carries meaning
- Words can be recorded in print
- In English, reading/writing goes from left to write, top to bottom
- Imagination and creative thinking
- Reading for pleasure
- Blending and segmenting, decoding
- Syntax
- Print carries meaning
- Words can be recorded in print
- Mark making
- Pencil control and handwriting
- Writing for a variety of purposes and audiences
- Writing for pleasure

MATHS: NUMBER, NUMERICAL PATTERNS

- Counting; forwards, backwards, and from a given number
- 1:1 correspondence
- Recognising and naming digits
- Sorting and grouping
- Ordering and comparing numbers and quantities
- Use of language to describe quantities
- Concept of addition and subtraction, mathematical symbols
- Names of 2D and 3D shapes
- Standard and non-standard measures
- Capacity
- Pattern
- Time
- Money
- Size, weight, length, position, distance
- Problem solving and use of mathematical language

UNDERSTANDING OF THE WORLD: PAST AND PRESENT PEOPLE, CULTURE AND COMMUNITIES, THE NATURAL WORLD

- Life events - chronology
- Cultures of their own families and others
- Celebrations - of their own family and that of others
- Traditions
- Cause and effect
- Similarities and differences, light/dark, etc
- Natural and living things
- Growth, decay and changes over time
- Animals - similarities and differences
- Places in the world
- Recycling and affect of human behaviours on the environment
- Use of technology in everyday life
- Cause and effect
- Computer and programming
- How to operate equipment

EXPRESSIVE ARTS AND DESIGN: CREATING WITH MATERIALS, BEING IMAGINATIVE AND EXPRESSIVE

- Sing songs and actions
- Rhyme, rhythm, beat
- Dancing and movement to music, incl. ring games
- Construction - different ways to combine things
- Using tools for particular purposes
- Build and balance
- Shadows, colours and how to change them
- Exploring form, texture & materials
- Imagination
- Representation
- Expression
- Narratives & storytelling
- Drama and roleplay
- Creativity
- Art forms: painting, clay, sculpture, drawing, collage

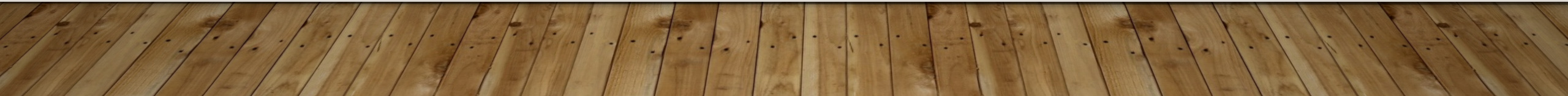
WHAT DOES EFFECTIVE TEACHING LOOK LIKE IN THE EYFS?

OFSTED definition

- Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term that covers the many different ways that adults help young children learn.
- It includes their interactions with children during planned and child initiated play and activities;
- Communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

WHAT DOES EFFECTIVE TEACHING LOOK LIKE IN THE EYFS?

- It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establishes expectations.
- Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning) and how practitioners use this information to plan children's next steps and monitor their progress.



SUSTAINED SHARED THINKING

- Sustained shared thinking is open ended questioning and modelling that is associated with better cognitive achievements. It supports interactive purposeful play, encouraging children to:
- Clarify a concept
- Problem solve
- Evaluate activities
- Reasoning/problem solving/making links (Characteristics of Effective Learning)
- Repeat and use children's words
- Restate learning


SUSTAINED SHARED THINKING

Through sustained shared thinking staff will;

- Introduce new and interesting vocabulary; novelty/interest/natural/familiar
- Develops more complex/abstract thinking
- Deep level learning – more than just remembering facts
- Encourages critical thinking, curiosity and problem solving which leads to life long learning
- Challenge thinking – thinking outside the box.

GETTING IT RIGHT IN THE EARLY YEARS

Research that backs up some of the importance of play and how the CoEL indicate future success.



Getting it right in the Early Years Foundation Stage: a review of the evidence

Authors: Chris Pascal, Tony Bertram, Liz Rouse of Centre for Research in Early Childhood

Literature review funded by:

FROEBEL TRUST MONTESSORI ST NICHOLAS CHARITY

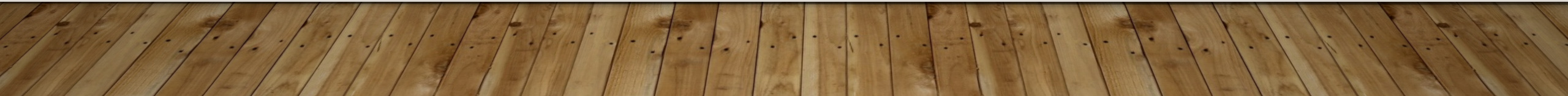
<https://www.early-education.org.uk/getting-it-right-early-years-foundation-stage-review-evidence>

WHAT DO WE WANT TO OFFER?

At Hopton, we want to create a curriculum that is ambitious, that doesn't put limitations on learning

We want children to:

- Foster a love of books and learning
- Feel confident and secure, enabling them to take risks
- Develop independence and follow their own lines of enquiry
- Foster good habits with regards to personal care, physical activity and food choices.
- Be polite and well mannered, showing respect for our friends and learning environment
- Have a good understanding of the value of literacy and numeracy skills



WHAT DO CHILDREN NEED?

- Time – to explore their interests and fascinations, to become deep in thought
- Access to quality outdoor provision
- Space – to be energetic, to think, to be quiet, to explore, to experience, to talk
- Routines, rules and boundaries
- To build relationships with peers and adults
- Affection, warmth and security

OUR CURRICULUM – ‘EARLY EVERYTHING FLOATS ON THE SEA OF TALK’

- At Hopton, we believe that children need to be articulate in their ability to use language to negotiate, explain, question and tell stories
- We recognise that children need to experience a range of opportunities to develop both their receptive and expressive language skills within a language rich environment
- We know that quality serve and return conversation – shapes brain development.

CHILDREN'S INTERESTS

To engage our learners we will support them to follow their interests. Common interest include:

- Seasons – children are instinctively interested by what is going on all around them
- First hand experiences – children want to explore!
- Natural materials
- Outdoor access – for majority of session
- If changes are needed to address the children's interests you need to be clear on the rationale and reasons for this.

EARLY LEARNING JOURNALS

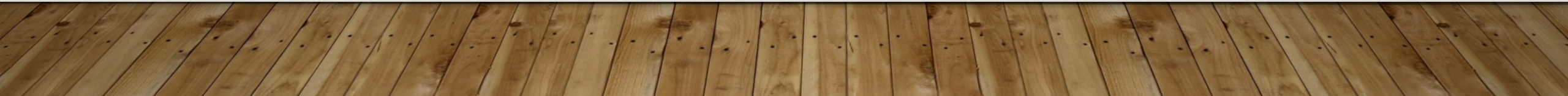
There is no longer a requirement to collect evidence for the ELGs.

A child's journal should provide points of reference to jog a teachers memory to enable them to discuss where the children came in at, what THEY have done and where they are at now?

Only 'wow' moments will be recorded in children's learning journals.

Time spent by teachers taking photos and recording children's comments for journals is time taken away from interacting with the children.

The new focus of the EYFS is developing quality interactions not the quantity of evidence.



PROGRESSION FROM F1 TO F2

- All children require adults to support their language in their play and to explore their interests in a secure language rich environment inside/outdoors.
- Group times should not interrupt the children's play, prolonged periods of uninterrupted play should be on offer to all EYFS children
- Children should experience rhyme, playing with words and sounds and narrative as much as possible
- As children move from F1 to F2, more adult focused tasks should be introduced

F1 ROUTINES- AT HOPTON, IN F1 CHILDREN WILL HAVE

- A daily story and singing
- 2 group times a session, one at the start and one at the end
- Weekly group times will include dough disco/movement, beat baby, themed story & discussion, Phase 1 phonics, number
- 1-2 adult focused tasks; creative/physical
- Snack time – children sit together to have milk & fruit
- Access to self-initiated indoor/outdoor play for the majority of session

F2 ROUTINES- AT HOPTON, IN F2 CHILDREN WILL HAVE

- A daily story, poem and singing
- 3 group times a day, one at the start and one at the end of the morning/afternoon session
- Weekly group times will include daily phonics, maths, literacy or knowledge and understanding of the world
- 1-4 adult focused tasks a week; guided reading, writing, number, physical development or creative
- Snack time – children sit together to have milk & fruit
- Access to self-initiated indoor/outdoor play for the majority of session

Seven Features of Effective Practice



5 yrs

4 yrs

3 yrs

The best for every child

- All children deserve to have an equal chance of success.



- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.

- When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to do more to narrow that gap.



- Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.

- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children

High-quality care

- The child's experience must always be central to the thinking of every practitioner.

- Babies, toddlers and young children thrive when they are loved and well cared for.



- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.

- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.

- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.

- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.



The curriculum: what we want children to learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.



- Planning to help every child to develop their language is vital.

- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.

- Young children's learning is often driven by their interests. Plans need to be flexible.

- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.



- Depth in early learning is much more important than covering lots of things

Pedagogy: helping children to learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.

- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.



- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.

- Children in the early years also learn through group work, when practitioners guide their learning.

- Older children need more of this guided learning.

- A well-planned learning environment, indoors and outside, is an important aspect of

Assessment: checking what children have learnt

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.



- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.



- Accurate assessment can highlight whether a child has a special educational need and needs extra help.

- Before assessing children, it's a good idea to think about whether the assessments will be useful.

- Assessment should not take practitioners away from the children for long periods of time

Self-regulation and executive function

- Executive function includes the child's ability to:

- hold information in mind
- focus their attention
- regulate their behaviour
- plan what to do next.



- These abilities contribute to the child's growing ability to self-regulate:

- focus their thinking
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult.

- Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

Talk, Teach, Learn

Partnership with parents

- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.

- This includes listening regularly to parents and giving parents clear information about their children's progress.



- The help that parents give their children at home has a very significant impact on their learning.

- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.

