

EYFS Curriculum 2020-2021

Every child deserves the best possible start in life and support to fulfil their potential.

A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up."

Early Years Foundation Stage Profile

Characteristics of Effective Learning (CoEL)

The characteristics of effective learning describe factors that play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to year 1. The characteristics of effective learning run through and underpin all 7 areas of learning and development. They represent processes rather than outcomes. Information about the child's characteristics of effective learning gives year 1 teachers vital background and context about their next stage of development and future learning needs. The EYFS profile commentary should consist of a brief paragraph explaining how the child demonstrates:

- playing and exploring
- active learning
- creating and thinking critically

Playing and exploring - engagement

'Finding out and exploring' is concerned with the child's open-ended hands-on experiences, which result from innate curiosity. These experiences provide raw sensory material from which the child builds concepts, tests ideas and finds out.

'Using what they know in their play' describes how children use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought, the ability to see from other perspectives, and symbolic thinking.

'Being willing to have a go' refers to the child:

- finding an interest
- initiating activities
- seeking challenge
- having a 'can do' attitude
- being willing to take a risk in new experiences
- developing the view that failures are opportunities to learn

Active learning - motivation

'Being involved and concentrating' describes the intensity of attention that arises from children engaged in following a line of interest in their activities.

'Keeping on trying' refers to:

- the importance of persistence even in the face of challenge or difficulties
- an element of purposeful control which supports resilience

'Enjoying achieving what they set out to do' builds on the intrinsic motivation that supports long-term success. It refers to the reward of meeting one's own goals, rather than relying on the approval of others.

Creating and thinking critically

'Having their own ideas' covers the critical area of creativity - generating new ideas and approaches in all areas of endeavour. Being inventive allows children to find new problems as they seek challenge, and to explore ways of solving these.

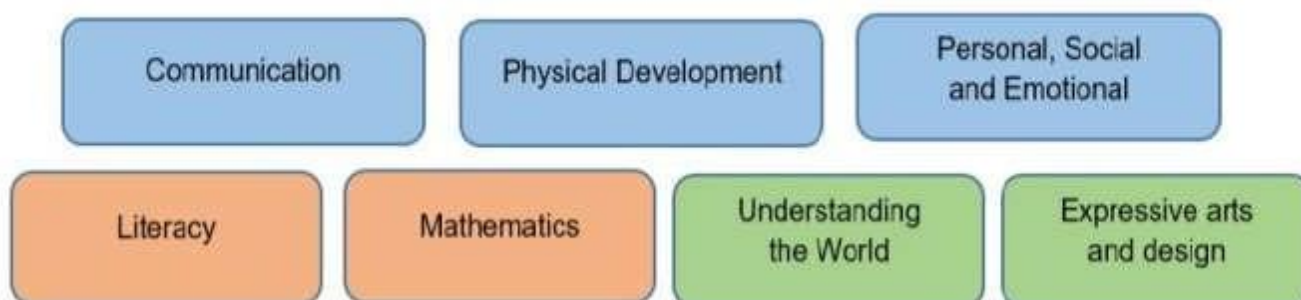
'Using what they already know to learn new things' refers to the way children use narrative and scientific modes of thought to:

- develop and link concepts
- find meaning in sequence, cause and effect
- find meaning in the intentions of others

'Choosing ways to do things and finding new ways' involves children in:

- approaching goal-directed activity in organised ways
- making choices and decisions about how to approach tasks
- planning and monitoring what to do and being able to change strategies

Areas of Learning



Prime areas of learning and their associated ELGs

Communication and language development

This involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.

ELG 01 Listening and attention:

- Children listen attentively in a range of situations
- They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions
- They give their attention to what others say and respond appropriately, while engaged in another activity

ELG 02 Understanding:

- Children follow instructions involving several ideas or actions
- They answer 'how' and 'why' questions about their experiences and in response to stories or events

ELG 03 Speaking:

- Children 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
- They develop their own narratives and explanations by connecting ideas or events

Physical development

This involves providing opportunities for children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

ELG 04 Moving and handling:

- Children 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

ELG 05 Health and self-care:

- Children 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

Personal, social and emotional development

This involves helping children to:

- develop a positive sense of themselves and others
- form positive relationships and develop respect for others
- develop social skills and learn how to manage their feelings
- understand appropriate behaviour in groups
- have confidence in their own abilities

ELG 06 Self-confidence and self-awareness:

- Children are confident about trying new activities, and say why they like some activities more than others
- They are confident speaking 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 do not need help

ELG 07 Managing feelings and behaviour:

- Children 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
- They 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

ELG 08 Making relationships:

- Children play co-operatively, taking turns with others
- They take account of one another's ideas about how to organise their activity
- They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children

Specific areas of learning and their associated ELGs

Literacy

This involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a

wide range of reading materials such as books, poems, and other written materials to ignite their interest.

ELG 09 Reading:

- 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

ELG 10 Writing:

- Children 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

Mathematics

This involves providing children with opportunities to:

- practise and improve their skills in counting numbers, calculating simple addition and subtraction problems
- describe shapes, spaces, and measures

ELG 11 Numbers:

- Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number
- Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer
- They solve problems, including doubling, halving and sharing

ELG 12 Shape, space and measures:

- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems
- They recognise, create and describe patterns
- They explore characteristics of everyday objects and shapes and use mathematical language to describe them

Understanding of the world

This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

ELG 13 People and communities:

- Children talk about past and present events in their own lives and in the lives of family members
- They know that other children do not 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

ELG 14 The world:

- Children 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

ELG 15 Technology:

- Children recognise that a range of technology is used in places such as homes and schools
- They select and use technology for particular purposes

Expressive arts and design

This involves supporting children to explore and play with a wide range of media and materials. It involves providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

ELG 16 Exploring and using media and materials:

- Children 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

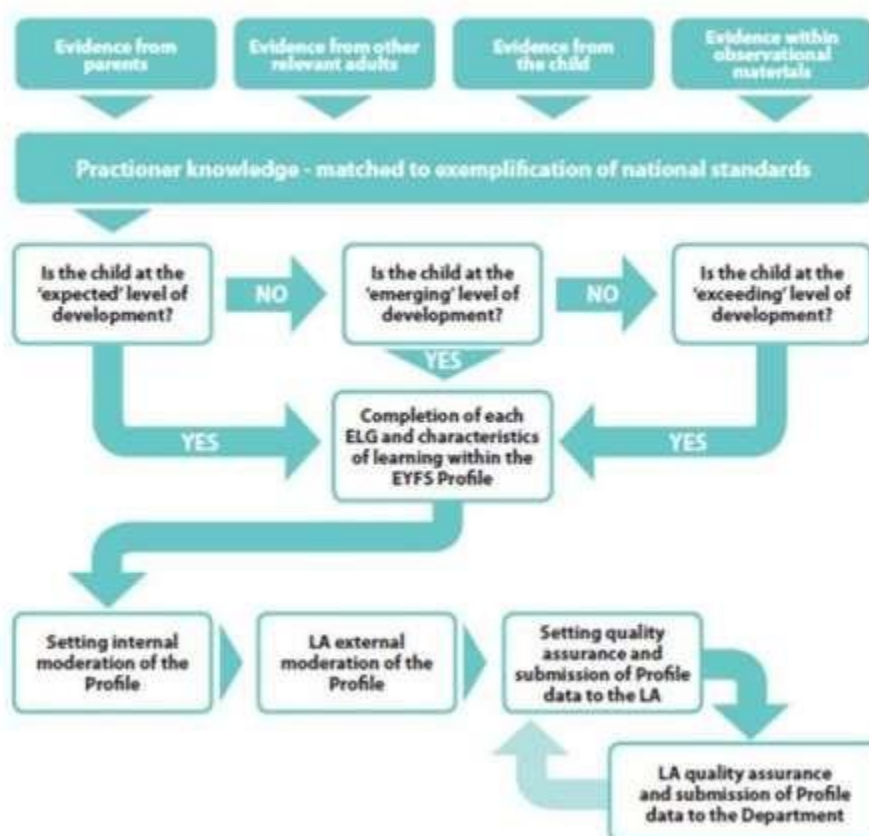
ELG 17 Being imaginative:

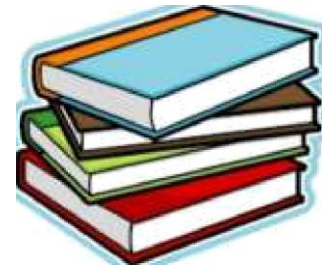
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories

Reliable and accurate assessment at the end of the EYFS is underpinned by the following principles:

- **assessment** is based primarily on the practitioner's knowledge of the child - knowledge is gained predominantly from observation and interaction in a range of daily activities and events
- **responsible** pedagogy must be in place so that the provision enables each child to demonstrate their learning and development fully
- **embedded** learning is identified by assessing what a child can do consistently and independently in a range of everyday situations
- an effective assessment presents a holistic view of a child's learning and development
- accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults

How an EYFS profile is completed





Children will.

- + feed stories and non-fiction books closely matched to their developing phonics knowledge
- Take home books to share
- Read with fluency and expression
- Learn to spell using known sounds
- Write confidently by practicing what they want to write out loud
- Work well with a *partner*

One of the most important skills we need is to be able to read. At Edbon Primary we want children to enjoy reading and develop a love of books and stories. Throughout the year we encourage children to take books home to share with their families. We want to develop "real readers" and so have a range of books available in each class that include "real books". Reading scheme books are sent home with the children in accordance to their stage along the phonics programme.



A large majority of mathematical work is practical and learning happens in many different contexts around the classroom and outside. "Some whole class work exploring mathematical concepts is teacher-led and children can also freely explore these concepts through a variety of different activities and resources set up each day. Children will have many opportunities to explore number, shape, pattern and measures in the course of their learning. Activities such as role-play, cooking & Science investigations can also offer the chance to understand how Mathematics is used every day. The staff encourage the children to use appropriate mathematical language through modelling and in play situations. When ready, the children begin to record their ideas and calculations using standard notation.



Numicon is the scheme we shall be using in Reception to deliver the number section of the Maths curriculum.

Numicon is a multi-sensory approach to teaching maths developed by experts in the classroom. It is designed to help children understand connections between numbers.

Through the multi-sensory activities and mathematical language of Numicon, your child will develop the understanding and skills that underpin their later understanding of number.

Why does Edison feel LOtC is important?

We are living in an exciting age of technology with gadgets available to support us with almost every aspect of our lives. There is no denying the positive impact technology has had on learning and teaching in the classroom. With positives however, there are negative aspects and in this case it is the high number of children that have abandoned outdoor activities in favour of their television sets, ipads and computers. Upon reflection, when we think back to our own childhoods, our most memorable moments tend to be when we were engaged in some form of outdoor activity or excursion.

Children all over Britain are re-discovering the joy of immersing themselves in the rich natural environment around them. They are able to help their parents identify trees and plants as well as develop an awareness of the changes in Nature and have a greater desire to save their planet.

“Fresh air impoverishes the doctor” Danish Proverb