

Understanding
the EYFS in
relation to KS1
and KS2





Expected Outcomes from Today's Meeting

- ▶ You will be able to:
 - ▶ Get a clear idea of how the EYFS works
 - ▶ See how the National Curriculum areas link into the EYFS
 - ▶ Gain ideas of how you can improve transition from EYFS to the National Curriculum
- ▶ Do you have any questions before we start?
- ▶ This will help guide the aspects we focus on and ensure any questions are answered.

Characteristics of Effective Learning

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.



Personal, Social and Emotional Development

PSED in the EYFS is a **Prime Area** of Learning. Personal, social, health and economic education (PSHE) in the National Curriculum. In the EYFS it is given a much greater priority as there is evidence to show without secure PSED children cannot achieve and this should also be reflected in the school's curriculum.

The Education and Health are closely linked ...

There is evidence to show that a strong focus on wellbeing for children gives increased academic achievement ; “Promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes AND their health and wellbeing outcomes”.

Public Health England 2014

EYFS – Personal, Social and Emotional Development

In the EYFS children are working towards these Early Learning Goals: *(Karen)*

ELG: Self-Regulation

- ▶ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- ▶ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- ▶ 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.

ELG: Managing Self

- ▶ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- ▶ Explain the reasons for rules, know right from wrong and try to behave accordingly.
- ▶ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

EYFS - Personal, Social and Emotional Development

ELG: Building Relationships

- ▶ Work and play cooperatively and take turns with others.
- ▶ Form positive attachments to adults and friendships with peers.
- ▶ Show sensitivity to their own and to others' needs.



Wellbeing and involvement

- ▶ It is good practice in the EYFS to record levels of wellbeing and involvement since low levels lead to low levels of learning and high levels lead to high levels of learning outcomes.
- ▶ It is best to record these at 3 separate points through the year so you can see progress made. The recording involves studying a child for 2 minutes solely focusing on the wellbeing and involvement.
- ▶ It is also helpful to note the levels of wellbeing and involvement during your observations but is not always necessary. This would be important and useful in every year group.



Communication and Language

These are the foundations of literacy and a [Prime Area](#) in the EYFS. Without these skills children will not be able to move onto Literacy, in the National Curriculum. There is English - Reading, Comprehension and Writing. However, children still need to develop their language skills as much as their writing in the National Curriculum.

EYFS – Communication and Language

In the EYFS children are working towards these Early Learning Goals: *(Jacki/Carla)*

ELG: Listening, Attention and Understanding

- ▶ 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.
- ▶ Make comments about what they have heard and ask questions to clarify their understanding.
- ▶ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- ▶ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- ▶ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- ▶ 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.



EYFS – Physical Development

This is the third **Prime Area** of learning. There is a greater focus on the link between gross and fine motor skills. This is PE in the national curriculum.

In Early Years children learn these skills through play in an organised and challenging environment which allows long periods of outdoor play. Children also learn these skills with careful guidance from an adult, teaching them in the moment.



EYFS – Physical Development

In the EYFS children are working towards these Early Learning Goals: *(Jeanette/Steve)*

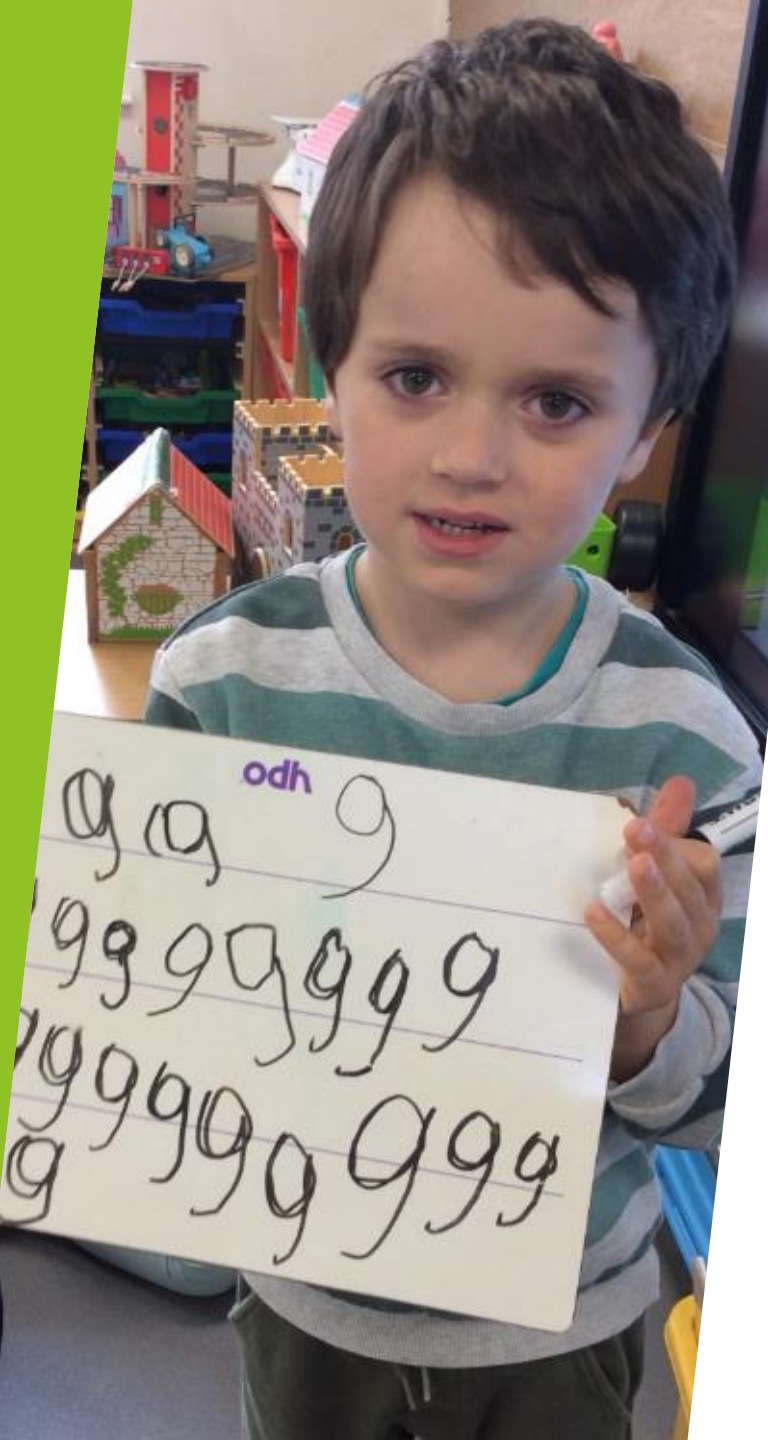


ELG: Gross Motor Skills

- ▶ 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.

ELG: Fine Motor Skills

- ▶ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- ▶ Use a range of small tools, including scissors, paintbrushes and cutlery.
- ▶ Begin to show accuracy and care when drawing.



EYFS - Literacy (English NC)

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 & 3 phonics, as well as through storytelling, small world and role play, mark making in play, drawing and painting.

EYFS - Literacy

In the EYFS children are working towards these Early Learning Goals: *(Jacki & Carla)*

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



EYFS - Literacy

► *ELG: Writing*

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

EYFS - Mathematics

Covering the objectives in the EYFS for maths through play

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



EYFS - Mathematics

In the EYFS children are working towards these Early Learning Goals: *(Nick)*

ELG: Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- 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.

ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

EYFS – Understanding the world

History, Geography, Computing and Science are in the National Curriculum.

- In the EYFS there is a greater focus on widening experiences in line with cultural capital.
- Technology is not part of the EYFS as children get so much already at home and I-pads are not age appropriate for early years children. We will use it of course but there is no prescribed end goal. Understanding the World focuses more on building scientific knowledge.



EYFS – Understanding the world

In the EYFS children are working towards these Early Learning Goals: (Jenny, Jacki & Nick)

ELG: Past and Present

- ▶ 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

ELG: People, Culture and Communities

- ▶ 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

EYFS – Understanding the world

ELG: The Natural World

- ▶ 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

These skills cannot be taught in structured lessons, these are taught through play with a well resourced environment and careful interactions with myself, Rox & Tara. These are developed during planned class discussions and impromptu discussion when the opportunity arises for example the discovery of a caterpillar.

EYFS - Expressive Arts and Design

We have open ended resources to support creativity in the environment. Children have free access to everything and can spend long periods of time developing their creativity. Children are supported to learn skills at the time of needing to for example when they want to cut, we can show them how to use scissors, tape etc. this is much more meaningful for them.

We also use role play during story telling and use puppet shows which the children then use themselves during play and then they develop their own ideas.

EYFS – Expressive Arts and Design

Includes a wide variety of tools, materials and techniques to develop creative skills. In the EYFS children are working towards these Early Learning Goals:

(Carla & Leanne)

ELG: Creating with Materials

- 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.



ELG: Being Imaginative and Expressive

- 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 try to move in time with music.



Working with parents in the EYFS

In the EYFS it is recognised that when parents are involved the progress accelerates.

Therefore we do so many things to involve them, which could also work in KS1 & KS2

- In children's learning journeys (DoJo), we ask for feedback from parents, their comments on our observations are a wonderful help with their child's learning story
- We ask parents for observations from home and provide parents with a handout for parents
- We ask for WOW moments over DoJo so that the children can share with the class

Working with parents in the EYFS

- At collection time we tell parents a small piece of information about their child and what they did that day
- We use Dojo to keep in constant contact with parents with photos so they can message us
- Use a daily 'Conversation Starter', noting down some key information about children's learning during the day
- We have a parent notice board updated with useful information including our intent, implementation & impact statement.

Working with parents in the EYFS

- Ask parents to come into the setting as an 'expert' to talk about something or cooking – We provide them with a hand made thank you card if they do
- Have a general chat with parents when you can show you have time for them and are interested in them and their lives
- Parent/teacher meetings to discuss progress as with KS1 & KS2
- Have training events for parents
Induction – explaining the EYFS, Maths & Literacy

Have a go...

Discuss your thoughts on the differences and similarities of the EYFS and the National Curriculum.

What will you take away from this to use in your own teaching?

Comments

