



EYFS Curriculum Parent Workshop



WHAT THE EYFS FRAMEWORK SAYS

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.



WHAT THE EYFS FRAMEWORK SAYS

There are 7 areas of development.

Communication and Language

Physical Development

Personal Social and Emotional Development

Literacy

Mathematics

Understanding of the World

Expressive Arts and Design



Look at the Smarts for each area of learning.

This information can be found on the DfE website (Statutory Framework for the early years foundation stage)



WHAT THE FRAMEWORK SAYS

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.

We must take account of children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.



AT GROVE VALE

- **Teacher led/initiated activities**
- **Child led/initiated activities**
- **Open ended resources**
- **Children interests**
- **In the moment planning, teaching and learning opportunities**



CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING

Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things



ASSESSMENT



WHAT THE FRAMEWORK SAYS

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share



WHAT THE FRAMEWORK SAYS

- **Assessment at the start of the reception year – the Reception Baseline Assessment (RBA)**
- **Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)**
Each child's level of development must be assessed against the early learning goals
Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.



**ANY QUESTIONS ABOUT THE
EYFS?**