

## Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) is a government framework for children aged 0-5 and 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.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

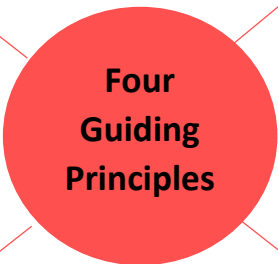
The EYFS consists of four guiding principles which should shape practice in early years settings. These are:

### Unique Child

Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured

### Positive Relationships

Children learn to be strong and independent through positive relationships



## Four Guiding Principles

### Enabling Environments

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carer

### Children develop and learn in different ways and at different rates

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities

The EYFS is a play-based curriculum which enables children to explore and learn in a safe, secure and challenging environment. Using play as a context for learning, children can explore, experiment, discover and solve problems in imaginative and playful ways through their own individual interests. A play-based approach involves both child-initiated and teacher-supported learning. The teacher encourages children's learning and enquiry through interactions that aim to stretch their thinking to higher levels.

The EYFS emphasises that parents are a child's primary educator and therefore encourages parents to contribute to their child's learning. At St Bernard's Nursery we encourage parents to share their children's achievements at home through the Tapestry Online Learning Journal.

## Areas of Learning

Within the EYFS Framework practitioners provide activities and make assessment judgements based on the seven areas of learning: 3 Prime Areas and 4 Specific Areas.

### Prime Areas

Prime areas are crucial in igniting children's curiosity and enthusiasm for learning, building their capacity to learn and from relationships and thrive.

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

### Specific Areas

Specific areas enable children to be self-motivated learners who are confident to succeed.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All 7 areas of learning are inter-connected and play an integral part in children's learning and development.

### **Personal, Social and Emotional Development**

Children are supported in developing a strong, positive sense of themselves, and of others; to form attachments and relationships and to develop respect for others. They will develop their social skills and learn how to effectively manage their feelings. This area also supports the children in understanding appropriate behaviour and develop a self-confidence in their own abilities.

### **Communication and Language**

Children are provided with the opportunity to experience a language rich environment; to develop their confidence in expressing their wants, needs and feelings and being able to speak and listen in a range of situations.

### **Physical Development**

Children are provided with opportunities to be active and to develop their control, coordination and movement. They are supported in the understanding the importance of physical activity and how to make informed healthy choices at meal times.

### **Literacy**

Children are encouraged to link sounds and letters and begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

### **Mathematics**

Children are provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, space and measure.

### **Understanding the World**

Children are supported to make sense of the physical world around them and their community. They will be provided with opportunities to explore, observe and find out about people, places, technology and the environment.

### **Expressive Arts and Design**

Children will be given opportunities to explore and play with a wide range of media and materials. They will be encouraged to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.