

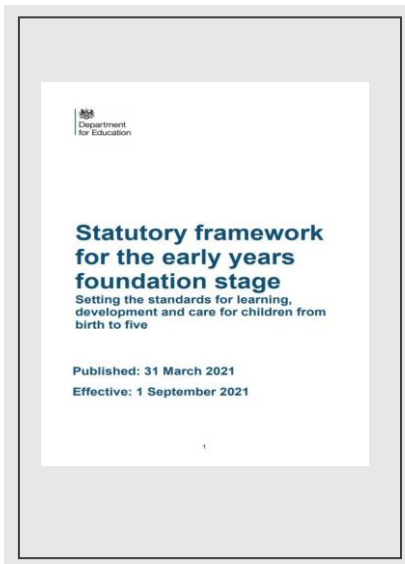
The new EYFS Curriculum



What is the Early Years Foundation Stage?



- Information on the New Curriculum can be found **The Statutory framework for the early years foundation stage**. This covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe. Development Matters provides non statutory guidance on the EFYS
- Links for The Statutory Framework <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- Links for Development Matters https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf



What is the Early Years Foundation Stage?



- From September 2021 the EYFS curriculum is changing for all settings in England.
- The EYFS curriculum is split into **Prime** and **Specific** areas. The prime areas are important because they lay the foundations for children's success in all other areas of learning and of life. The specific areas provide the range of experiences and opportunities for children to broaden their knowledge and skills:

The **Prime Areas** of learning are:

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

The **Specific Areas** of learning are:

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

What is the Early Years Foundation Stage?



- **The Early Years Foundation Stage** covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.
- **Why was the curriculum changed?**

The aim of the changes is to improve the learning for all children and better prepare them for the move into Year 1.

Key changes



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| <p>Reduced the amount of unneeded written recordings and assessment of children by staff.</p> | | <p>There is more of an emphasis on the importance of developing communication and language skills.</p> | | <p>There is a focus on how reading stories is important to help children develop in all of Areas of Learning.</p> |
| <p>There is a focus on encouraging healthy choices overall and an understanding of oral health.</p> | | <p>Children are no longer assessed against an age band as they were previously done using the non-statutory document 'Development Matters' (e.g. 30-50 months, 40-60 months) It's now accepted each child develops in different ways, so the use of the age bands before did not fit everyone fairly.</p> | | <p>Staff can now use their own knowledge of child development to decide each child's next steps and support needs.</p> |
| <p>Changes have been made to the Early Learning Goals so that they are now clearer, easier to use and understand.</p> | | <p>They have also been adapted to better match up with the National Curriculum in Year 1. This will help children to be better prepared for their move to the next Key Stage.</p> | | <p>Exceeding judgements have also been removed. Children are now encouraged and challenged to have a greater depth understanding of things before moving onto new learning.</p> |

How do children in the EYFS learn best?



Characteristics of Effective Learning:

- ‘Playing and Exploring’ - engagement
- ‘Active Learning’ - motivation
- ‘Creating and Thinking Critically’ - thinking

These Characteristics of Learning must be applied to all the areas of learning. While Early Learning Goals may not have changed dramatically, the key goal is to ensure there is sufficient provision to allow children to experience and achieve these goals through independent and facilitated investigation and exploration.

What does the new EYFS Curriculum look like?



- The primary focus of the new EYFS curriculum is strongly centred around the child as a independent learner.
- While the curriculum does not prescribe a particular teaching approach, play is considered essential for children's development in allowing them to build confidence, relate to others, set their own goals and solve problems.
- The curriculum should be delivered through a range of adult-led and child-initiated experiences. This may involved some whole class teaching, small groupwork and constant access to free-flow provision. In Nursery and Reception, we usually teach a whole class input and then work with a small group, while others access provision supported staff.

What does the new EYFS Curriculum look like?



What is 'provision'?

- This means that there are resources that are available for children to access independently.
- Some resources are always available for children to explore. For example, arts and craft, construction.
- Some resources have been added to support and a particular learning focus.
- Our provision is particularly important as it allows our children in Early Years to consolidate and deepen their understanding of what they have learnt. It provides opportunities to develop their problem solving skills and communication skills.

What does the new EYFS Curriculum look like?



Examples of Teeny Weenies provision



What does the new EYFS Curriculum look like?



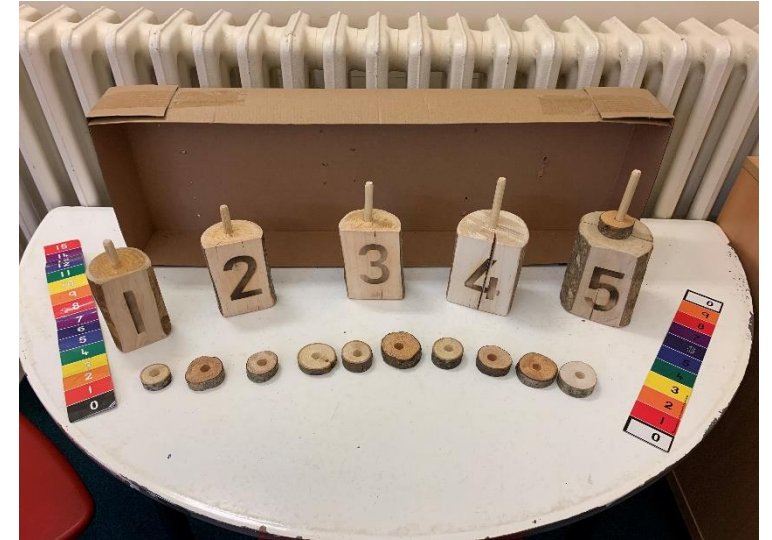
Examples of Nursery provision



What does the new EYFS Curriculum look like?



Examples of Reception provision



What does the new EYFS Curriculum look like at Warstones Primary School?



Intent

- Our curriculum is designed to recognise children's prior learning, here at Warstones Primary School, from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Warstones Primary School through carefully planned transition, ensuring each individual reaches their full potential from their various starting points.
- Strong focus on developing Communication and Language skills.
- An engaging curriculum with meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We seek to follow children's interests and ideas to foster a lifelong love of learning both in and outside of school.
- There is a sharp focus on Literacy skills ensuring that our children develop a love of reading and acquire a secure knowledge of phonics, this gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers. Our school's approach to teaching early reading and synthetic phonics is systematic and aims to ensure that all children learn to read words and simple sentences accurately by the end of Reception.

The new EYFS Curriculum at Warstones Primary School



Intent

- We are a diverse and inclusive school, we have the same academic ambitions for almost all children, taking into account their starting point. For children with particular needs, such as those with SEN and/or disabilities, their curriculum is designed to be ambitious and to meet their needs.

Implementation

- We actively safeguard and promote the welfare of all of our children. We recognise that children will learn most effectively when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults who care for them.
- Adult support child-initiated play, modelling language through showing, explaining, demonstrating, exploring, encouraging, questioning and recalling. Therefore, adults are able to facilitate and set challenges to assist children's progress in all areas of the curriculum as well as identifying any misconceptions, which are addressed immediately.
- Our staff are experienced in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge. Our RWI phonics programme begins in Reception. Phonics teaching extends beyond 'dedicated time' and is applied and reinforced when appropriate throughout day- children have a wealth of opportunities to apply phonics skills throughout the curriculum both indoors and out.

The new EYFS Curriculum at Warstones Primary School



Implementation

- Teachers instil in children a love of literature. Story time and stories play a big part in the daily life of EYFS children at Warstones. We encourage a love of reading through:
 - high quality texts
 - daily stories
 - an inviting reading areas which is a central focus in the classroom
 - retelling/role playing of familiar stories
 - children take turns to choose the stories they love at the end of the day and all children vote for their favourite
 - Big books - model reading of text
 - building a repertoire of songs and rhymes
- Children are listened to regularly in school. We strongly encourage reading at home.

The new EYFS Curriculum at Warstones Primary School



Implementation

- In Reception, we follow the White Rose Maths Scheme of work. High quality learning environments and adult support to enable children to develop mathematical thinking and discussion. In Teeny Weenies and Nursery, children develop a love of maths through games, songs, rhymes, and play using concrete manipulatives.
- Our curriculum promotes healthy lifestyles. Our staff give clear messages to children about why it's important to eat, drink, rest and exercise. We provide opportunities for children to develop gross and fine motor skills by being physically active at all times of the school day.
- A range of parental engagement opportunities throughout the year.
- Supporting children where needed through intervention sessions

Impact

- We strive to ensure that all children make at least good progress from their various starting points. The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Year 1.

The new EYFS Curriculum at Warstones Primary School



- Assessment
 - From September 2021, Reception children are required to take part in a government led **baseline assessment** which will assess children's current attainment in particular areas of learning.
 - In the final term of the year, an EYFS profile must be completed for each child. Children are assessed against the 17 Early Learning Goals (ELGs) which form part of the EYFS. They will be assessed as to whether they are **emerging or expected** in each area. A decision was made to remove the 'exceeding' judgement this year as there is much more emphasis on learning in greater depth within each area of learning.
 - We also carry out our own Baseline Assessment across all of Early Years
 - Regular observations in Early Years form a large part of our planning and next steps . Observations are captured through notes, photos and videos and taken on Tapestry.

Parent Partnerships



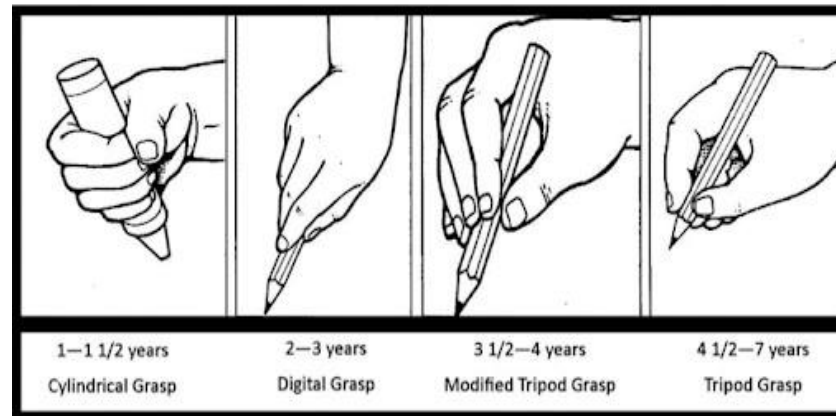
- We encourage parents to support your child's learning at home.
- Reading with your child is particularly important. Please attend the Early Reading meeting for further information.
- Talking and playing with your child is essential. A wide range of vocabulary is key to academic achievement.
- Singing songs and rhymes help support the development of communication and language and Literacy skills.
- We encourage parents to contribute to learning at home through Tapestry.
- Stay and play / parent's evenings/ open days – an opportunity to share in your child's learning and celebrate their learning journey.
- A range of resources are available on the Early Years section of our school Website.

Parent Partnerships-Ideas to support your child



Physical Development

<http://www.playdoughrecipe.com/cooked-playdough-recipe/>



Parent Partnerships-Ideas to support your child



Understanding the World



Parent Partnerships-Ideas to support your child



Expressive Arts and Design



Any Questions?

