



The Early Years Framework

Statutory framework for the Early Years Foundation Stage – Setting the standards for learning, development and care for children from birth to five, (DfE, 31 March 2021)

Introduction

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

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.

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 planning for the learning and development of each individual child, and assessing and reviewing what they have learned 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

Overarching Principles:

Four guiding principles should shape practice in early years settings. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

The Areas of Learning and Development

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

In planning and guiding what children learn, practitioners reflect on the different rates at which children are developing. The 'characteristics of effective teaching and learning are':


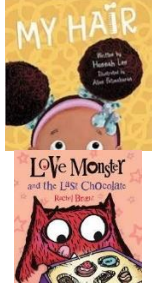

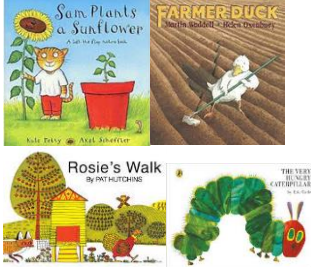


- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas,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

The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play and independent exploration. This is enjoyable and motivating. They also need adults to 'scaffold' their learning by giving them just enough help to achieve something they could not do independently. Helping children to think, discuss and plan ahead is important, like gathering the materials they need to make a den before they start building. These are ways of helping children to develop the characteristics of effective learning, (Development Matters, DfE, July 2021)

Although some common themes and focus texts are often built into the EYFS curriculum at Sacred Heart, teachers, including early years practitioners will assess children's learning throughout the day to ensure we adapt planning to reflect the developmental & educational learning priorities for the children in our care as well as the children's needs and interests.

The following provides just a few examples of the typical themes, books and experiences we may cover each half term.

Typical focus reading books and themes in the EYFS

| Nursery | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Key Texts |  Families |  People Who Help Us |  Spring |  Growing |  Stories from around the world |  Transport and travel |
| Personal, Social & Emotional Development | Getting to know you, settling in and learning about class routines, sharing and taking turns Families and diversity | Exploring our feelings People who help us at home, in school & in the wider community | Discussing friendships Who do you like playing with? Role play being a good friend | Discussing why we have rules and our own feelings. Why do we need to follow the rules and how do we feel about it? | Reading books about emotions Discussing what makes someone sad, happy, and angry? | Feeling confident to talk to other children when playing, communicating freely about our home and community. Preparing for change. |
| Religious Education | Myself Welcome Learning daily prayers and songs Myself and God's family | Other Faiths Birthdays Celebrating Other faiths Advent and the Christmas story Feeling welcome, birthdays and celebrations | Gathering Growing Being part of a group A member of God's family Growing towards God | Growing Good News Easter celebrations and Good News Mother's Day cards | Good News Friends The Joy and happiness the good news of Jesus brings Jesus rule for his friends Jesus had friends and we can be friends of Jesus | Our World Other Faiths What we love and wonder about our world. God made our beautiful world |
| Communication, Language & Literacy | Developing speaking and listening skills role playing stories | Discussing the books we read. Following instructions | Taking turns in conversation Joining in with repeating phrases in stories | Talking partners sitting next to their peers and discussing their favourite book, song or the topic. | Retelling stories together using props and puppets Learning new vocabulary linked to books and experiences | Using talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. |

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| | | | Learning new vocabulary | | | |
| Physical Development | PE lessons and the development of gross motor skills (throughout the year) | | | | | |
| | Routines – hanging up our coats and bags Routines for play – putting on an apron Balancing and building with blocks | Keeping our selves safe when using climbing apparatus Developing fine motor strength and dexterity – playdough, plasticine, using tweezers | Learning the names for body parts Physical and dental hygiene – caring for ourselves | Safety within the classroom i.e. scissors, candle lighting, spilt water or sand. Outdoor games – developing balance and control | Continuing to develop cutting skills – cutting round shapes and along lines Manipulating materials with dexterity | Manipulating materials to achieve a desired effect. Preparing for sports day. Being independent in selecting resources and caring for myself. |
| Literacy | Sharing high quality books at story times Role playing stories Recognising our names Activities to develop fine motor control in preparation for name writing | Listening skills – foundations for phonics Hospital role play Independent writing activities in the role play areas/shopping lists Exploring print in our environment | Foundations for phonics oral blending games Joining in with and retelling familiar stories Experimenting with writing patterns. | Mark making using different mediums, e.g. shaving foam. Children making different marks using their fingers and a range of tools. Writing our names | Using stick puppets and the puppet theatre to retell the stories. Animal non-fiction Large scale painting on paper. Writing our names. | Exploring a wide range of texts and talking about our favourite books. Writing our own cards, notes and messages to others. Independently writing our names. |
| Mathematics | Introducing the concept of number through stories, rhymes and games | Counting and ordering number Patterns in numbers Numbers 1 and 2 | More or less Patterns in numbers 1, 2, 3 | Matching number and quantity Counting in ones | Differentiating between amounts Comparing number | Number problems Explaining our maths More and less |
| Understanding the World | Developing positive attitudes towards others and celebrating difference. | Visit from the firefighters Celebrations and festivals including fireworks – safety and creativity | Healthy and unhealthy foods Look for signs of a celebration and Chinese New Year | Discussing mini-beasts and growth How do we look after plants and animals? Planting seeds What is Spring? | Wild animals and their homes. Pets Observing and caring for our plants. | Who do you celebrate with and what do you celebrate? What country does your family come from? Can you speak another language? |
| Expressive arts and design | Music and movement through songs, rhymes | Developing creative skills – painting, mixing colours, Joining in with stories and recalling | Retelling stories to music Exploring different materials freely, developing their | Farm small world and to blocks/construction materials to create barns and shelters for animals | Making masks. Making models using recycled materials. Build a zoo. | Ice cream parlour role play. Travel agent role play. |

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| | | the main events techniques for building and joining | ideas about how to use them and what to make. | Mini beast creations and exploring colour and techniques, e.g. painting flowers | Making up our songs and music. | Listening to different songs and music from around the world. |
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Reception

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| Key Texts | | | | | | |
| Personal, Social & Emotional Development | Settling in and getting to know each other. Learning about class routines, sharing and taking turns | Back to school routines. Classroom rules. Class discussion and role play. | Circle time – Christmas experiences and establishing rules and routines Discussion on how to be a good prince/princess /create a list of rules/ etiquette The moral of a story | Remembering the class rules and routines? Are children willing to try different activities or use different resources that they wouldn't normally use? Do they encourage others to join in? | Tidy Teams Following rules and behaviour expectations Encouraging independence through given tasks. Turn taking games, board games and puzzles Recalling times when we felt | sharing resources and equipment Negotiating and problem solving, self-regulating our emotions Identifying our own and other's emotions Being inquisitive and developing our own play, demonstrating independence |
| Religious Education | Drawing a picture of ourselves and writing their names, Re-enact the story of Matthew's Baptism. | The Good Samaritan - how we can be kind to our friends and help each other. Role playing, sequencing and writing the Christmas story. | Why did the three kings visit baby Jesus? What is a celebration? What celebrations take place in church? Why did Mary and Joseph take Jesus to the temple? | Gathering together at mass. Listening to God's Word. Children choosing their favourite stories from the Bible. Role-play church. Role play The Last Supper What happened on Good Friday? Easter Sunday | Songs we can sing to share our good news. Retelling the story of the Ascension. Role-play the story of Pentecost. What it means to be a good friend. | The Creation Story Prayer thanking God for our world What do we know about places and people around the world? How can we give thanks and celebrate differences? |
| Communication, Language & Literacy | Joining in with familiar stories. Role playing a story Taking messages. | Following simple one or two-part instructions | Superhero discussion – who is the hero of this story and why? Hot seating Words to | Describing the living eggs Living Eggs-observations of the living eggs-what do you think is happening? | Opportunities to explain their understanding and to listen to the opinions of others. | Developing questioning and speaking skills - What is this mini beast? |

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| | Following instructions. | Simple recounts of fireworks night experiences verbally. Talking about what we like/ don't like. Role play of the Christmas story | describe the characters Words to describe the characters – what defines a super hero? | Key vocabulary relating to growth and change. Easter preparations Retelling Easter story Planting seeds | Listening to and recalling some key events in the story. | Why does it have bright colours? Where does it make it's home? What is a life cycle/ What do they eat? What do insects use their antennae for? How big is this mini beast? |
| Physical Development | Using a pencil and holding it effectively to form letters Moulding using a variety of materials Building strength and coordination using large apparatus | Focused writing activities Making fireworks and firework shapes, cutting along straight lines, curves and spirals. Snack times, lunch times, discussion about the foods we like to eat | Holding scissors the correct way Tidying equipment safely Using small apparatus and manipulative materials to develop fine motor skills Games to support the development of balance and coordination. | Handwriting practice Understand the need for variety in food and those foods which are healthier Handling chicks gently, understanding how to care for chicks –water/food/ Warmth Understands that a healthy diet is important to maintain health and to grow | Making spiders out of play dough Throwing and catching balls Practising letter formation Pegs and boards to create symmetrical patterns. Bat and ball skills Following instructions and knowing the rules in PE lessons | Encouraging independence Healthy foods and making good choices. Exploring and self-regulating our emotions Preparing for Sports day Can children tackle new challenges safely and understand the risks that could happen? |
| PE lessons throughout the year | | | | | | |
| Phonics & Early Reading | Phonics -Little Wandle Letters & sounds Phase 2 | | -Little Wandle Letters & sounds Phase 3 | | -Little Wandle Letters & sounds Phase 4 | |
| Literacy | Writing my name and describing what I have drawn. Role playing the focus text in a group. Anticipating what the rhyming word may be in a story. Sequencing the story and describing characters. | Non-fiction/search engines – fireworks and fireworks safety. Writing safety rules, Writing a shopping list to make biscuits Biscuit Bear Writing a list of animals for Billy's bucket. Sequencing the Christmas story using pictures. Letters to Santa. | Describing Ninja Nan Writing labels to describe Ninja Nan. Handwriting practice. Superhero puppets. writing When, who, where, what sentences. Using story boards to begin to write a short story Recognising rhyme and continuing a rhyming string. | Jack and the Beanstalk Writing the opening of the story Sequencing the story Writing bean diaries Retell the story – story board Pie Corbett actions Writing the opening of the story Planting turnip seeds instructions Labelling and drawing vegetables. | Verbally retelling the story Write the beginning of the story. Sharing non-fiction mini-beast books. Writing labels for a ladybird– legs, body, head, wings, spots etc. Writing a caption to describe part of/ all of the frog life cycle. | Writing a letter Writing our own stories using phonic knowledge Independently reading books with fluency and expression Forming the letters of the alphabet correctly Independent writing in the role play areas |

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| Mathematics | Matching, sorting and comparing number Comparing size, mass and capacity | Representing, comparing and the composition of 1, 2, 3 Representing numbers to 5 One more and one less. | Growing 6,7,8 Comparing numbers and making pairs | Counting 9 and 10 Comparing numbers to 10 Number bonds to 10 | To 20 and beyond Building numbers beyond 10 First, then now – adding more and taking away | Doubling, sharing and grouping Even and odd numbers Deepening understanding – mathematical patterns and reasoning. |
| Understanding the World | How many people are there in your family? do you have any brothers or sisters? What do you enjoy doing together? | Firework safety Baking biscuits Sorting sea creatures. Drawing and talking about sea creatures. Nature walks. Daily weather chart. Weather and seasons songs. | Drawing and designing Super hero houses. Building and role playing superhero Where do princes, princesses, kings and queens live? Are their homes like ours? Why – what are the differences? | Recording change Looking for signs of Spring Chick observations-what changes happen over time? Predictions and observations of plants and seeds – cress and hyacinth bulb. Testing seeds under different conditions. | Learning about the distinguishing features of common mini beasts, where they live and what they eat. The life cycle of a butterfly. Nature walks - Looking for frog spawn | Sorting seasonal clothes. Have you ever visited another country? Where? What was it like? Can you describe how you dressed The lives of others around the world. Animals and climate in other countries. |
| Expressive arts and design | Self-portraits using recyclable materials Making puppets of the characters in stories. Learning new songs and actions and ring games, | Bonfire night and firework paintings Sea Creature Collage Combining media – underwater world Learning Nativity songs | Design your own superhero Creating Super Hotel using an array of materials Superhero role-play | Beans collage Beanstalk Paintings/flower painting Observational drawings of eggs and chicks Create a garden whole class project. | Making spiders and other mini beasts Observational drawings and labelling of minibeasts Roleplaying The Crunching Munching Caterpillar story. | Can children use a variety of materials and equipment on offer effectively? Can children experiment with resources to create their own collage? Can children talk about what happens when they add colours together? Are children able to follow a simple rhythm.? |