

What is the Early Years Foundation Stage?

Welcome to the **Early Years Foundation Stage (EYFS)**, which is how the Government and Early Years professionals describe the time in a child's life between birth and age 5. This is a very important stage as it helps children get ready for school as well as preparing them for their future learning and successes. From when a child is born up until the age of 5, their Early Years experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs. Nurseries, pre-schools, reception classes and childminders registered to deliver the EYFS must follow a legal document called the Early Years Foundation Stage Framework.

What is the EYFS Framework – why do we have one?

The EYFS Framework exists to support all professionals working in the EYFS to help children, and was developed with a number of Early Years experts and parents. In 2012 the framework was revised to make it clearer and easier to use, with more focus on the things that matter most. This new framework also has a greater emphasis on the parent's role in helping children develop.

How my child will be learning

The EYFS Framework explains how and what children will be learning to support their healthy development. Child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first. These are:

Communication and language;

Physical development; and

Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

Literacy;

Mathematics;

Understanding the world; and

Expressive arts and design.

These 7 areas are used to plan children's learning and activities. The professionals teaching and supporting children at Swallowfield will make sure that the activities are suited to all children's unique needs. The document below maps out when all objectives across the curriculum will be taught throughout the children's time in Early Years.

Early Years Curriculum Coverage

Area of Learning		Busy Bees			Foundation			Notes
PSED	MR	Autumn 1 Demonstrate friendly behaviour initiating conversation and forming good relationships with peers and familiar adults.	Spring 1 Initiate play and offering cues to peers to join in.	Summer 1 Keep play going by responding to what others are doing or saying.	Autumn 1 -Initiates conversations, attends to and takes account of what others say. -Takes steps to resolve conflicts with other children, e.g. finding a compromise.	Spring 1 Explains own knowledge and understanding, and asks appropriate questions of others.	Summer 1 Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.	
		Autumn 2 Can play in a group extending play and building up a role play activity with other children.	Spring 2 Demonstrate friendly behaviour initiating conversation and forming good relationships with peers and familiar adults.	Summer 2 Demonstrate friendly behaviour initiating conversation and forming good relationships with peers and familiar adults.	Autumn 2 Initiates conversations, attends to and takes account of what others say. Takes steps to resolve conflicts with other children, e.g. finding a compromise.	Spring 2 Explains own knowledge and understanding, and asks appropriate questions of others.	Summer 2 They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	
	SCSA	Autumn 1 Can select and use activities and resources with help.	Spring 1 Confident to talk to other children when playing and will communicate freely about	Summer 1 Enjoys responsibility of carrying out small tasks.	Autumn 1 Can describe self in positive terms and talk about abilities.	Spring 1 Confident to speak to others about own needs, wants, interests and	Summer 1 Children are confident to try new activities, and say why they like some activities more	

		<p>own home.</p> <p>Autumn 2 Shows confidence in asking adults for help.</p>	<p>Spring 2 Welcome and value praise for things they have done.</p>	<p>Summer 2 More outgoing towards unfamiliar people.</p>	<p>Autumn 2 Can describe self in positive terms and talk about abilities.</p>	<p>opinions.</p> <p>Spring 2 Confident to speak to others about own needs, wants, interests and opinions.</p>	<p>than others.</p> <p>Summer 2 They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>They say when they do or don't need help.</p>	
	MFB	<p>Autumn 1 Can usually tolerate delay when needs are not immediately met and understand wishes may not always be met.</p>	<p>Spring 1 Accept the needs of others and can take turns and share sometimes with the support of others.</p>	<p>Summer 1 Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p>Autumn 1 Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p>Spring 1 Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p>	<p>Summer 1 Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p>	

		<p>Autumn 2 Aware of own feelings and know that some actions and words can hurt others feeling.</p>	<p>Spring 2 Can usually tolerate delay when needs are not immediately met and understand wishes may not always be met.</p>	<p>Summer 2 Can usually tolerate delay when needs are not immediately met and understand wishes may not always be met.</p>	<p>Autumn 2 Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p>Spring 2 Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>	<p>Summer 2 They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	
CL	L&A	<p>Autumn 1 Listen to stories with increasing attention and recall.</p>	<p>Spring 1 Listens to others one to one or in small groups, when the conversation interests them.</p>	<p>Summer 1 Is able to follow direction – if not intently focused on own choice of activity.</p>	<p>Autumn 1 Maintains attention, concentrates and sits quietly during appropriate activity.</p>	<p>Spring 1 Two-channelled attention - can listen and do for short span.</p>	<p>Summer 1 Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	

		Autumn 2 Joins in with repeated phrases and anticipates key events and phrases in rhymes and stories.	Spring 2 Focus attention, still listen and do but can shift own attention.	Summer 2 Is able to follow direction – if not intently focused on own choice of activity.	Autumn 2 Maintains attention, concentrates and sits quietly during appropriate activity.	Spring 2 Two-channelled attention - can listen and do for short span.	Summer 2 They give their attention to what others say and respond appropriately, while engaged in another activity.	
Und		Autumn 1 Shows an understanding of preposition such as on to – under and next to by carrying out the action or pointing to the picture.	Spring 1 Shows an understanding of preposition such as on to – under and next to by carrying out the action or pointing to the picture.	Summer 1 Beginning to understand why and how questions.	Autumn 1 Listens and responds to ideas expressed by others in conversation or discussion.	Spring 1 Able to follow a story without pictures or props.	Summer 1 Children follow instructions involving several ideas or actions.	
		Autumn 2 Understand the use of objects – what do we use to cut things?	Spring 2 Respond to simple instructions such as to get or put away an object.	Summer 2 Beginning to understand why and how questions.	Autumn 2 Listens and responds to ideas expressed by others in conversation or discussion.	Spring 2 Able to follow a story without pictures or props. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.	Summer 2 They answer 'how' and 'why' questions about their experiences and in response to stories or events.	

	Spk	<p>Autumn 1 Can retell a past event in correct order – went down slide, hurt finger.</p>	<p>Spring 1 Question why things happen and gives explanations asking – what where when and how.</p>	<p>Summer 1 Use intonation rhyming and phrasing to make their meaning clear to others.</p> <p>Use talk in pretending that objects stand for something else in play – this box is my castle. Use a range of tenses.</p>	<p>Autumn 1 Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Spring 1 Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Introduces a storyline or narrative into their play.</p>	<p>Summer 1 Children express themselves effectively, showing awareness of listeners' needs.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	
		<p>Autumn 2 Beginning to use more complex sentences to link thoughts – using because /and.</p>	<p>Spring 2 Use vocab focused on objects and people that are of particular interest to them.</p>	<p>Summer 2 Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p>	<p>Autumn 2 Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>Spring 2 Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play.</p>	<p>Summer 2 They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting</p>	

							ideas or events.	
PD	M&H	<p>Autumn 1 Move freely and with pleasure and confidence in a range of ways. Stand on one foot.</p>	<p>Spring 1 Runs skilfully and negotiates space.</p>	<p>Summer 1 Holds pencil between thumb and 2 fingers. Holds pencil near point between first 2 fingers and thumb with good control.</p>	<p>Autumn 1 Experiments with different ways of moving. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows a preference for a dominant hand. Handles tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>Spring 1 Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Uses simple tools to effect changes to materials. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Summer Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	

		<p>Autumn 2 Mounts steps or equipment using alternate feet. Walks downstairs 2 feet to each step whilst carrying a small object.</p>	<p>Spring 2 Draws lines and circles using gross motor movements.</p>	<p>Summer 2 Catch a large ball Uses one handed tools and equipment. Can copy some letters Eg letters from name.</p>	<p>Autumn 2 Experiments with different ways of moving. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters.</p>	<p>Spring 2 Uses simple tools to effect changes to materials. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Handles tools, objects, construction and malleable materials safely and with increasing control.</p>		
	HSC	<p>Autumn 1 Can tell adults when hungry or tired.</p>	<p>Spring 1 Dresses with help.</p>	<p>Summer Can usually manage washing and drying hands. Observes the effects of activity on their bodies.</p>	<p>Autumn 1 Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and</p>	<p>Spring 1 Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>Summer Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	

					<p>hygiene can contribute to good health.</p> <p>Practices some appropriate safety measures without direct supervision.</p>	<p>Shows understanding of how to transport and store equipment safely.</p>	<p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	
		<p>Autumn 2 Gains more bladder and bowel control.</p>	<p>Spring 2 Understand that equipment and tools have to be used safely.</p>		<p>Autumn 2 Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p>	<p>Spring 2 Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p>		
LIT	Read	<p>Autumn Enjoys rhyming and rhythmic activities.</p> <p>Listens to and joins in with stories and poems one to</p>	<p>Spring Describe main story setting, events and characters.</p> <p>Begin to be aware of the way stories are</p>	<p>Summer Show awareness of rhyme and alliteration.</p> <p>Know that print carries meaning and in English is</p>	<p>Autumn 1 Hears and says the initial sound in words.</p> <p>Links sounds to letters, sounding the</p>	<p>Spring 1 Begins to read words and simple sentences.</p> <p>Enjoys an increasing range of</p>	<p>Summer Children read and understand simple sentences.</p> <p>They use phonic</p>	

		<p>one and in small groups.</p> <p>Listens to stories with increasing attention. Shows interest in illustration.</p> <p>Recognises familiar signs such as logos and own name.</p>	<p>structured.</p> <p>Suggest how a story might end.</p>	<p>read from left to right and top to bottom.</p> <p>Recognises rhythm in spoken words.</p> <p>Know information can be relayed in print.</p>	<p>letters of the alphabet.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>books.</p> <p>Knows that information can be retrieved from books and computers.</p>	<p>knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read.</p>	
	Writ	<p>Autumn Sometimes give meaning to marks as they draw and paint.</p> <p>Ascribe meaning to</p>	<p>Spring Sometimes give meaning to marks as they draw and paint.</p> <p>Ascribe</p>	<p>Summer Sometimes give meaning to marks as they draw and paint.</p> <p>Ascribe meaning to</p>	<p>Autumn 1 -Gives meaning to marks they make as they draw, write and paint.</p>	<p>Spring 1 Uses some clearly identifiable letters to communicate meaning, representing</p>	<p>Summer 1 Children use their phonic knowledge to write words in ways which match their spoken</p>	

		marks that they see in different places.	meaning to marks that they see in different places.	marks that they see in different places.	<p>Links sounds to letters, sounding the letters of the alphabet.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Hears and says the initial sound in words.</p>	<p>some sounds correctly and in sequence.</p>	<p>sounds.</p> <p>They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	
					<p>Autumn 2 Continues a rhyming string.</p> <p>Uses some clearly identifiable letters to communicate meaning,</p> <p>Writes own name and other things such as labels, captions.</p> <p>Begins to break the flow of speech into words.</p>	<p>Spring 2 Can segment the sounds in simple words and blend them together.</p> <p>Attempts to write short sentences in meaningful contexts.</p>		

MA	Num	<p>Autumn 1 Use some number names and number language spontaneously.</p> <p>Use some number names accurately in play.</p> <p>Recite numbers in order to 10.</p>	<p>Spring 1 Compare 2 groups of objects saying when they have the same number.</p> <p>Begin to represent numbers using fingers, marks on paper or pictures.</p>	<p>Summer 1 Sometimes match number and quantity correctly.</p> <p>Separate a group of 3 or 4 objects in different ways beginning to recognise that the total is still the same.</p>	<p>Autumn 1 Recognise some numerals of personal significance. -Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10</p>	<p>Spring 1 Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to</p>	<p>Summer In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>Finds the total</p>	
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					<p>objects.</p> <p>Counts an irregular arrangement of up to ten objects.</p>	<p>represent 1 to 5, then 1 to 10 objects.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Children count reliably with numbers from one to 20.</p>	<p>number of items in two groups by counting all of them.</p>	
		<p>Autumn 2 Knows that numbers identify how many things are in a set.</p> <p>Realises that not only objects can be counted including steps claps or jumps.</p>	<p>Spring 2 Show an interest in representing numbers.</p> <p>Show curiosity about numbers by offering comments or asking questions.</p>	<p>Summer 2 Show an interest in numbers in the environment.</p> <p>Show an interest in number problems.</p>	<p>Autumn 2 Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>Records,</p>	<p>Spring 2 In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests and</p>		

					using marks that they can interpret and explain.	fascinations. -Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. Finds the total number of items in two groups by counting all of them.		
	SSM	Autumn 1 Show an interest in shape and space by playing with shapes or making arrangements with objects.	Spring 1 Show interest in shape by sustained construction activities or by talking about shapes or arrangements.	Summer 1 Uses shapes appropriately for tasks.	Autumn 1 Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses familiar objects and common	Spring 1 Orders two or three items by height. Orders two items by weight. Children use everyday language to talk about size, weight, capacity and distance.	Summer Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways.	

					<p>shapes to create and recreate patterns and build models.</p>		<p>Can describe their relative position such as 'behind' or 'next to'.</p>
		<p>Autumn 2 Show an awareness of similarities of shapes in the environment. Show interest in shapes in the environment.</p>	<p>Spring 2 Beginning to talk the shapes of everyday objects such as round and tall.</p>	<p>Summer 2 Use positional language.</p>	<p>Autumn 2 Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Orders two or three items by length.</p>	<p>Spring 2 Orders two or three items by height.</p> <p>Orders two items by weight.</p> <p>Children use everyday language to talk about size, weight, capacity and distance.</p>	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>They recognise, create and describe patterns.</p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>

UW	PAC	<p>Autumn 1 Shows and interest in the lives of people who are familiar to them.</p> <p>Autumn 2 Remember and talk about significant events'. Recognise and describe special times and events.</p>	<p>Spring Know some of the things that make me unique and can talk about some of the similarities and differences</p>	<p>Summer Show interest in different occupations and ways of life.</p>	<p>Autumn/Spring Enjoys joining in with family customs and routines.</p>	<p>Summer Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	
	UW	<p>Autumn Show care and concern for living things in</p>	<p>Spring Comment and ask questions about aspects</p>	<p>Summer 1 Talk about why things happen and how things</p>	<p>Autumn/Spring Looks closely at similarities, differences, patterns and change.</p>	<p>Summer Children know about similarities and</p>	

		the environment.	of their familiar world. Can talk about some of the things they have observe such as plants animals and natural objects.	work. Summer 2 Develops and understanding of growth and decay and changes over time.		<p>differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	
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	Tech	Autumn Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.	Spring Shows an interest in tech toys with knobs and pulleys or real objects.	Summer Shows how to operate simple equipment e.g. turns on cd player and uses remoted control. Knows that information can be retrieved from computers.	Autumn Completes a simple program on a computer.	Spring Uses ICT hardware to interact with age-appropriate computer software.	Summer Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	
AD	EMM	Autumn 1 Begin to move rhythmically. Joining in with dancing and ring games. Uses various construction materials.	Spring 1 Realise that told can be used for a purpose. Joins construction pieces together to build and balance.	Summer 1 Understand that they can use lines to enclose a space. Imitate movement in response to music.	Autumn 1 Plays alongside other children who are engaged in the same theme. -Explores what happens when they mix colours. Experiments to create different textures. Constructs with a purpose in mind, using a variety of resources.	Spring 1 Explores the different sounds of instruments. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect.	Summer Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	
		Autumn 2 Sings a few	Spring 2 Explores and	Summer 2 Tap out simple	Autumn 2 Begins to build	Spring 2 Uses simple		

		<p>familiar songs. Beginning to construct stacking blocks vertically and horizontally making enclosures.</p>	<p>learns how sounds can be changed. Explores colour and how colour can be changed.</p>	<p>repeated rhythms. Beginning to be interested in and describe texture.</p>	<p>a repertoire of songs and dances.</p>	<p>tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	
	BI	<p>Autumn 1 Create movement in response to music Develop preferences for forms of expression.</p>	<p>Spring 1 Makes up rhythms.</p>	<p>Summer 1 Build stories around toys. Engage in imaginative role play based on first hand experiences.</p>	<p>Autumn 1 Create simple representations of events, people and objects.</p> <p>Chooses particular colours to use for a purpose.</p>	<p>Spring Introduces a storyline or narrative into their play.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Summer Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings</p>
		Autumn 2	Spring 2	Summer 2	Autumn 2		

		Use music to express feelings. Sing to self and make up simple songs.	Uses available resources to create props to support role play. Captures experiences and responses with a range of media.	Notice what adults do and imitate what is observed then do it spontaneously.	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.		through design and technology, art, music, dance, role play and stories.	
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