



# Learning in the Early Years Foundation Stage

## Interactions

Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. As the children progress into Reception from Nursery, more directed teaching time is appropriate. Adults within the setting join in with play to sensitively support, scaffold and extend children's learning, focusing on developing a vocabulary-rich environment.

## Environment

The EYFS comprises of both indoor and outdoor environments. These environments are equipped with continuous provision to support the development of skills during child-initiated play. They are also regularly enhanced based on the children's interests and identified needs. Common play behaviours are considered in order to provide children with an environment in which they can explore process and skill with independence.

## Following interests

Within our setting, topics are used to engage and entice children to access learning, and are based on the interests of the children. The topics for Cycle A are:

Autumn 1: All About Me!

Autumn 2: Food, Glorious Food!

Spring 1: Nursery Rhymes

Spring 2: On the Move

Summer: Creep, Crawl and Wriggle!

*Planning is skills-based and objective-led, not activity led. Therefore, the teaching remains the same whilst the topic / 'hook' for learning can be flexible and may change.*

## Nurturing our Characteristics of Effective Learning

We must remember that children learn best when they are in a setting that recognises the importance of...

Playing and Exploring	Active Learning	Creating and Thinking Critically
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Supporting children with their Executive Function and Self-Regulation will also help them to develop effective learning behaviours.

## How do we learn in the EYFS? (Implementation)

## Thoughtful use of assessments

The use of assessments to identify areas of need is a vital tool to ensure our provision is reflective and reactive the needs of the children.

## Working together

It is only by working in collaboration with parents and carers that we can achieve such positive outcomes for the children in our setting. The help that parents give their children at home has a very significant impact on their learning.





# Prime areas

## Physical Development

In addition to motor skills fostered during CIP we will learn to develop gross motor skills and apply them within different contexts, such as forest school, dance, yoga, gymnastics and games.

We will also learn to develop fine motor skills through daily busy fingers activities.

## Personal, Social and Emotional Development

In addition to linked skills fostered during CIP we will learn about the following topics within the SCARF curriculum:

Class rules developed and embedded will reflect the core "British Values":

- Being fair (democracy)
- Following instructions (the rule of law)
- Being kind to each other (mutual respect)
- Being respectful (tolerance of difference)

Children are also encouraged to follow their own interests and develop as individuals (individual liberty)



Me and My Relationships  
Valuing Difference  
Keeping Myself Safe  
Rights and Responsibilities  
Being My Best  
Growing and Changing



## Communication and Language

In addition to skills in speaking and listening fostered during CIP we will develop oracy skills, learn and use new vocabulary, and learn how to listen to one another and build meaningful conversations with the support of sentence stems in P4C.



ELKLAN and WELLCOMM support is provided for children requiring additional support with C&L.

Children are taught skills, based on these seven areas of learning in incremental steps, each one building upon the last to ensure that children have the best possible support to achieve the Early Learning Goals and are ready for KS1.

Staff will carefully map out the progressive steps that a child needs, based on assessment information. These will take into account their starting points, and will therefore be different for each child, whether they are in Nursery or Reception.

Additional 'Essentials Letters and Sounds' support is provided for children requiring additional support with phonics

## Literacy

In addition to reading and writing skills fostered during CIP we will develop story telling skills with Tales Toolkit, learn skills to support reading within phonics teaching and learn how to build the skills of writing and mark making.



**Maths**  
In addition to mathematical skills fostered during CIP we will acquire mathematical skills and knowledge through the following White Rose learning sequence: Getting to Know You, Just Like Me, It's Me 1,2,3, Light and Dark, Alive in Five, Growing 6,7,8, Building 9 and 10, To 20 and Beyond, First, Then, Now, Find my Pattern and On the Move.

Nursery maths learning will be linked to these Reception themes but hone in on skills specific to the needs of their age and stage.

## Understanding the World

In addition to linked skills fostered during CIP we will learn about different times, people, culture and communities via carpet times based on celebrations, special people and places, stories and also personal and familial history and historical figures.

We will also learn to use our scientific skills, observing the world around us, using our senses, noticing change and comparing and making links.

## Expressive Arts and Design

In addition to role play, sensory, model making and musical skills fostered during CIP we will learn to build skills in areas such as cutting and colour mixing, singing and developing rhythm, building narrative and developing imaginative ideas, amongst other skills and pursuits.

# What we learn in EYFS (Intent)

Staff may do this through adapting the environment, instigating meaningful interactions or learning more about what the child is interested in, creating a vehicle to potential skill-building.

The skills that children will acquire in the EYFS are accessed through direct teaching, the environment and through child-initiated play.



### Common Play Behaviours

Choosing time, or child-initiated play (CIP) time provides children with provision to develop their skills and knowledge in their own way, either independently, or with some guidance from supporting staff within the setting.

As children like to develop their own play themes, it is important that classroom provision is planned for in a way that will target key skills and areas of need for the children, whilst still offering enticing play provocations.

Another benefit of this approach is that any given classroom area can target different levels of skill acquisition, whether a child is in Nursery or Reception.

Take a look at the following example from the malleable area, detailing how a given classroom area can cater for different levels of need, with a skills-based approach..



### Directed Teaching Time

All children within the EYFS setting benefit from a mix of directed teaching time and child-initiated learning time. As the children progress into Reception from Nursery, more directed teaching time is appropriate.

There are times where Reception and Nursery classes are split to allow staff to focus on specific skills and lesson content, such as phonics or maths learning. This allows the children in both cohorts to gain a deep and thorough knowledge of concepts that is specific to their age and stage of development. Reception and Nursery will work with both the class teacher and the teaching assistant at different times.

It also needs to be recognised that carpet times altogether are very beneficial too. Targeted questioning from the adult ensures children of all ages and stages are catered for. Following such carpet times, linked provision is planned in, to allow learners to continue developing on the carpet time learning within their own choosing of time. This is to ensure that Reception children can be encouraged to further deepen their knowledge of specific concepts and skills. However, Nursery children are also able and invited to access and develop their knowledge in this way too. See 'Common Play Behaviours' to explore how this can be achieved.

### Development Matters

Allows us to focus on the specific needs of both Nursery and Reception children, in order to build firm foundations when working towards the Early Learning Goals.

## Catering for both Nursery and Reception

Behaviour	Rolling	Moulding	Cutting	Shaping
<b>Extended Skill</b>	Uses rolling pin to roll dough flat with pressure Ensures they have rolled dough to desired shape/size	Chooses tools to create a desired shape, size, texture	Uses cutting tools to create desired shape Uses cutting tools to cut away excess dough	Uses tools to add details Creates more intricate shapes Able to use tools to manipulate dough to add detail
<b>Developing Skill</b>	Uses rolling pin to flatten dough with some pressure	Explores the way tools create different textures	Uses cutters to cut out shapes Uses tools to cut away excess dough	Smooths dough with hands / fingers to shape it Rolls dough in hands to shape it
<b>Emerging Skill</b>	Uses rolling pin to roll dough	Uses hands to flatten dough Uses hands to squash, bend, twist and stretch dough	Tears dough with fingers Splits dough using hands	Squashes dough with hands to shape it





# Early Learning Goals – assessing at the end of the EYFS

## Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

## Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

## Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

## Building Relationships

Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peer. Show sensitivity to their own and to others' needs.

## Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

## Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including

use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

## Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## Writing

Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

## Number

Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

## Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including even and odds, double facts and how quantities can be distributed equally.

## Past and Present

Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

## People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

## The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

## Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

What we are working towards (Impact)