



Parent & Carer Guide for  
End of Foundation Stage Curriculum Expectations

# The Early Years Foundation Stage (EYFS)

***'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.'***

***EYFS Framework 2014, DfE,***

In the Nursery (age 3) and Reception (age 4) years the children follow the Early Years Foundation Stage (EYFS) Curriculum of England.

We take the approach that each child is unique, with special talents and abilities and an individual learning style. We acknowledge that children develop and learn in different ways and at different rates, and believe that all areas of learning and development are equally important and inter-connected.

We see our children as naturally competent learners from birth, resilient, capable, confident and self-assured, and have designed a programme to build on these qualities, developing positive supportive relationships to nurture an inquisitive approach to learning where making mistakes is viewed as an important part of the learning process. In educating our children to become strong, responsible, independent learners, our teachers recognise that the learning environment plays a key role in supporting and extending a child's development.

Our Nursery and Reception classes offer a safe, caring learning environment, which promotes physical, mental, and emotional health and well-being, with good communications skills, as part of the core curriculum, with a strong focus on developing key literacy and numeracy skills, artistic abilities and interests and a general knowledge and understanding of the world.

In addition to the core curriculum, we also offer a rich programme of class trips and extracurricular activities, and work in close partnership with parents to support our children on their learning journey through Nursery and Reception, to Year 1.

## Good Level of Development

Children are defined as having reached a **good level of development** at the end of the EYFS if they have achieved **at least** the expected level in:

- the early learning goals in the prime areas of learning (*personal, social and emotional development; physical development; and communication and language*) and;
- the early learning goals in the specific areas of *mathematics* and *literacy*.

## Specific Area – Understanding The World

### People & Communities

Children talk about past and present events in their own lives and in the lives of family members.

They know that other children don't always enjoy the same things, and are sensitive to this.

They know about similarities and differences between themselves and others, and among families, communities and traditions.

### The World

Children know about similarities and differences in relation to places, objects, materials and living things.

They talk about the features of their own immediate environment and how environments might vary from one another.

They make observations of animals and plants and explain why some things occur, and talk about changes.

### Technology

Children recognise that a range of technology is used in places such as homes and schools.

They select and use technology for particular purposes.

## Specific Area – Expressive Arts & Design

### Exploring & Using Media & Materials

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.***

### Being Imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, ***role-play*** and stories.

## Prime Area – Communication & Language

### Listening and Attention

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.

They give their attention to what others say and respond appropriately, while engaged in another activity.

### Understanding

Children follow instructions involving several ideas or actions.

Answer '**how**' and '**why**' questions about their experiences and in response to stories or events.

### Speaking

Children express themselves effectively, showing awareness of listeners' needs.

They use **past**, **present** and **future** forms accurately when talking about events that have happened or are to happen in the future.

They develop their own narratives and explanations by connecting ideas or events.

## Prime Area – Physical Development

### Physical Development

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*.

### Health & Self-Care

Children know the importance for good health of physical exercise, and a healthy diet, and *talk about ways to keep healthy and safe*.

They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

# Prime Area – Personal, Social & Emotional Development

## Self-Confidence & Self-Awareness

Children are confident to try new activities, and say why they like some activities more than others.

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.

They say when they do or don't need help.

## Managing Feelings & Behaviour

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.

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.

## Making Relationships

Children play co-operatively, taking turns with others.

They ***take account of one another's ideas*** about how to organise their activity.

They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

## Specific Area – Literacy

### Reading

Children read and understand simple sentences.

They use phonic knowledge to decode regular words and read them aloud accurately.

They also read some common irregular words, e.g. I, the, no, into, was, me, you, my.

They **demonstrate understanding** when talking with others about what they have read.

### Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds.

They also write some irregular common words, e.g. I, the, no, into, was, me, you, my.

They write simple sentences which can be **read by themselves and others**.

Some words are spelt correctly and others are **phonetically plausible**.

## Specific Area – Mathematics

### Numbers

Children count reliably with numbers from 1 to 20, place them in order and say which number is **one more or one less** than a given number.

Using quantities and objects, they **add** and **subtract two single-digit numbers** and count on or back to find the answer.

They solve problems, including **doubling, halving** and sharing.

### Shape, Space & Measures

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

They recognise, create and describe patterns.

They explore characteristics of everyday objects and shapes and use **mathematical language** to describe them.

