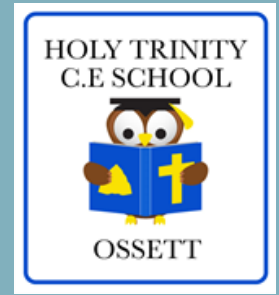


Revised Early Years Foundation Stage Curriculum

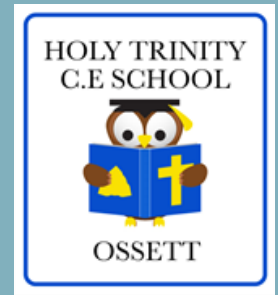
September 2021—Information for Parents/Carers



The Early Years Foundation Stage (EYFS) curriculum has been reformed and there was a new framework introduced at the beginning of September that all schools and settings have to follow. These national changes have been made to better support all young children's learning and development. It is also the aim that the new framework will better prepare children for the transition to Key Stage 1 (Years 1 and 2).

There are some elements of the EYFS that have not significantly changed and some that have. Below are some key points from the new EYFS reforms that include relevant changes which parents, carers and children may notice or experience.

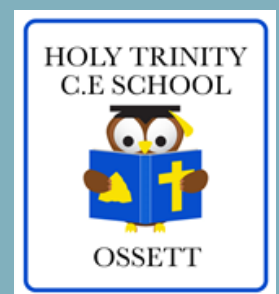
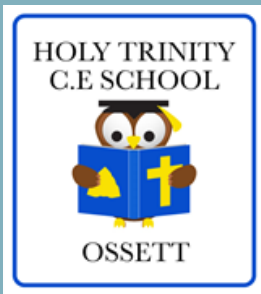
- Staff will be spending less time on large amounts of written observations and assessments for evidence collection. This means they can spend more time supporting and engaging with the children and their learning and development needs. We will still continue to share with you any observations that we record on Evidence Me using the 'Parent share' feature, but these may not appear as frequently as they have done in the past.
- Children will no longer be assessed against statements from an age band category (e.g. 30-50 months, 40-60 months). Instead, staff will use their experience and knowledge to monitor if a child's learning and development is 'on track' for their age. Our discussions with you and reports will inform you if your child is 'on track' or 'not on track' for their age. The new curriculum has different expectations for learning than the previous one, so we may experience a 'transition' period where a child who was previously working at 'age related expectations' is now 'not on track' on the new curriculum. Your child's key worker/class teacher will discuss your child's learning and development with you at parent consultations and will share any concerns they have.



- The Early Learning Goals (ELG) at the end of Upper Foundation (Reception) have been changed to become clearer and easier to understand. Staff will use their judgements to assess if children have met these goals at the end of the EYFS and inform parents and carers in the final school report of the year. If a child has met an ELG this will be recorded as 'on track'. If a goal has not been met, this will be recorded as 'not on track'.
- There is no longer an 'exceeding' judgment at the end of reception, for children working above age related expectations. Children will instead be challenged to have a greater depth and understanding of ideas.
- There is an emphasis on improving children's language and vocabulary through increasing opportunities for conversations, reading a wide range of books and holding discussions around activities in other areas of learning.
- The Literacy and Numeracy skills focused on in the EYFS have been adapted, to better match up with the national curriculum that starts in Year 1.
- Safeguarding and welfare of children is still a priority. Teaching children about the importance of good oral health and how to keep teeth clean and healthy, is a new feature of the revised curriculum.



Please see information about our seven areas of learning and Characteristics of Effective Learning on the next page.



Early Years Foundation Stage Curriculum

★ What Will My Child Be Learning?

The EYFS framework outlines seven areas of learning and development and educational programmes. There are three **prime** areas of learning, which are particularly important for your child's development and future learning:

communication and language

personal, social and emotional development

physical development

There are four **specific** areas of learning, through which the prime areas are strengthened and applied:

literacy

mathematics

understanding the world

expressive arts and design

Early years practitioners also use your child's needs and interests to plan challenging and enjoyable activities and experiences.

★ How Will My Child Be Learning?

The EYFS framework identifies the essential role of play in your child's development. It is through both child-led play and play guided by an adult that your child will develop confidence and relationships with others. Through play, EYFS practitioners will help your child to extend their vocabulary and develop their communication skills.

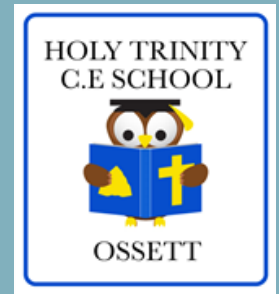
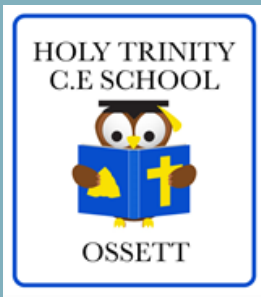
The EYFS framework identifies three characteristics of effective teaching and learning:

playing and exploring

active learning

creating and thinking critically

A greater focus on teaching specific skills will occur as your child progresses through their reception year, which will help them to prepare for year one.



How can you help learning and development at home?

Read stories daily to your child and use them as an opportunity to talk about the characters and events in the story. You could also discuss some of the details the children have spotted in the pictures, such as character's facial expressions.

Encourage your child to make healthy food and drinks choices, especially related to sugar content and how this can affect teeth. Also, support your child to properly brush their teeth at least twice a day at home.

Practise counting with your child—this could be actions (e.g. jumps) or small groups of objects (e.g. jigsaw pieces/toys). Encourage your child to point to an object and say 1 number name for each object they count. Explore what happens to numbers when you put small groups of items together, or split a larger group into 2 smaller groups.



Have lots of conversations with your child throughout the day. Try and increase their vocabulary by using a wide range of vocabulary yourself and explaining new words to them as you encounter them in conversations or stories.

Encourage your child to develop their self-help skills by practising putting their coat, shoes and other clothing on and off independently. It is also beneficial to practise independent toilet use and handwashing (without needing adult prompting).



We will guide parents/carers in how they can support phonics learning at home, once this is appropriate for individual children.

Plan activities that allow your child to be active and develop their strength through large body movements (e.g. visiting a playground) as well as smaller, more precise movements that will support your child's ability to hold a pencil and other tools correctly e.g. painting, playdough,