Early Years Foundation Stage
From birth – 5 years
Planning

• Staff plan a mix of adult led and child initiated activities

• Staff observe children in their play, recording significant achievements and then making best fit judgements on their development by referring to the EYFS Guidance

• Judgements are used to inform planning so that it is closely linked to the children's developmental needs and interests
Observations by Staff

• Self initiated play and Adult led activities

• Judgements are made based on their level of learning. These are recorded on the IPad either through photos and/or written evidence.

• Not all evidence is recorded when making judgements, for example, conversations with the children and parents, behaviour within the setting and work in books.

SH EYFS
Foundation Stage Profile

• This learning journey of your child helps teachers to track your child’s progress throughout the Early Years and informs them when completing their assessment at the end of the Reception year. This is called the Foundation Stage Profile.

• The profile tells us whether each child has achieved the Early Learning Goals.

• These are shared with parents and Y1 teachers.
17 Early Learning Goals which the children work towards throughout Nursery and Reception

The Prime Areas

Communication and Language
- Listening and attention
- Understanding
- Speaking

Physical Development
- Moving and handling
- Health and self care

Personal Social and Emotional Development
- Self confidence and self awareness
- Managing feelings and behaviour
- Making relationships
Specific Areas

- Literacy
- Reading
- Writing
- Mathematics
- Numbers
- Shape space and measures
- Understanding the world
- People and communities
- The world
- Technology
- Expressive Arts
- Exploring media and materials
- Being Imaginative

Age Bands

Within each area of learning, there are specific age bands which highlight the age related expectations.
CHARACTERISTICS OF EFFECTIVE LEARNING
These tell the staff how the child is learning, and what else they need to do to become an efficient and motivated learner.

Playing and Exploring

Finding out and exploring:
- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know:
- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people
- Being willing to ‘have a go’:
  - Initiating activities
  - Seeking challenge
  - Showing a ‘can do’ attitude
  - Taking a risk, engaging in new experiences, and learning by trial and error
Active Learning

Being involved and concentrating:
• Maintaining focus on their activity for a period of time
• Showing high levels of energy, fascination
• Not easily distracted
• Paying attention to details

Keeping on trying:
• Persisting with activity when challenges occur
• Showing a belief more effort or a different approach will pay off
• Bouncing back after difficulties

Enjoying achieving what they set out to do:
• Showing satisfaction in meeting their own goals
• Being proud of how they accomplished something – not just the end result
• Enjoying meeting challenges for their own sake rather than external rewards or praise
Creating and Thinking Critically

Having their own ideas:
- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links:
- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things:
- Planning, making decisions and how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked
Early Essence

• Early Essence is a secure website used to track a child’s progress through the Foundation Stage.

• Each child in Nursery and Reception have a page on this website where staff publish photos, comments and observations about how they are progressing.

• These will be published at the end of each term for you to view.

• Your log in details are in your pack.
Access to the Early Essence Website

• To access the Early Essence website, there is a link on our school webpage.
• Under the parent tab, support your child. It is called Early Essence Access for parents.
• Click on the link and enter your user name and password to see your child’s learning journey.