

Play is the  
highest  
form of  
research.

-Albert Einstein



**Phoenix**  
Learning Alliance  
*"Be the best you can be"*

# The Early Years Foundation Stage is organised into the seven areas of learning:



# The Prime Areas

- ▶ **Communication and Language**
  - ▶ Listening, attention & understanding. Speaking.
- ▶ **Personal and Social Development**
  - ▶ Self-Regulation, managing self, building relationships
- ▶ **Physical Development**
  - ▶ Gross and fine motor skills



# Communication and language

## 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.

# Personal, Social and Emotional Development

## 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 peers.
- Show sensitivity to their own and to others' needs

# Physical Development

## Gross Motor Skills

Children at the expected level of development will: -

- 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.

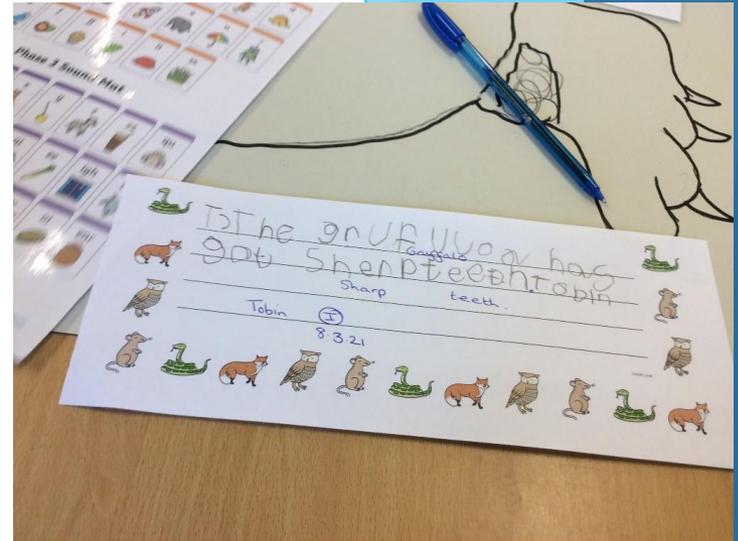
## Fine Motor Skills

Children at the expected level of development will: -

- 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, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

# The Specific Areas

- ▶ Literacy
  - ▶ Comprehension, word reading, writing
- ▶ Mathematics
  - ▶ number, numerical patterns



# The Specific Areas

- ▶ Expressive Arts and Design
- ▶ Creating with materials
- ▶ Being imaginative & expressive.



# The Specific Areas

## Understanding the World

- Past and Present
- People, Culture and Communities
- Natural World



- ▶ Statutory framework for the early years foundation stage. Setting the standards for learning, development and care for children from birth to five
- ▶ [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)
- ▶ Development Matters
- ▶ [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf)