

Our Aims within the Early Years Foundation Stage


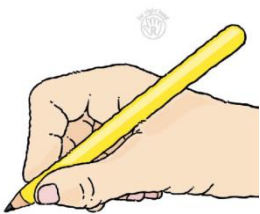

- To ensure a smooth transition from home to school.
- To provide an environment where all children have the right to feel safe, secure and happy.
- To provide an environment where learning is stimulating, enjoyable and challenging at all levels.
- To work in partnership with parents and carers to support children's wellbeing and learning.
- To support children to become independent learners.
- To provide a curriculum which allows all children to develop socially, emotionally, physically, and intellectually.
- To support children to have a smooth transition into Year One.





There are **seven areas of learning** outlined in the Early Years Curriculum. These lead into *17 'Early Learning Goals'* (ELG). These ELGs state the government expectation for Reception children at the end of their first year of school. Whilst these end goals are relevant to bear in mind, it is important that children do not miss out on the many developmental steps along the way.

The characteristics of effective learning running through and underpinning **all seven areas** of learning and development focus on processes rather than outcomes. The three characteristics to which all learning is measured are identified as playing and exploring, active learning and creating and thinking critically.

Your child will be learning many new skills and we will be working with you on how best to support and help your child achieve the Early Learning Goals by the end of the year.

At the end of the reception year, a 'good level of development' is defined by the government as achieving all the Early Learning goals within Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics. We realise that all children are individual and may require different levels of support in moving forward towards or beyond these goals during the year.

Area of Learning	Aspect	Early Learning Goal
Personal, Social and Emotional Development (PSED) 	Self-confidence and Self-awareness.	Children are confident to try new activities, and to 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 and 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 how to follow rules. They adjust their behaviour to different situations, and take changed 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.
Physical development (PD) 	Moving and handling.	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.
	Health and 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.
Communication Language (CL) 	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. They 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.

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. 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. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and other are phonetically plausible.
Mathematics 	Number	Children count reliably with numbers from one 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 and Measure.	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the World. 	People and Communities.	Children talk about past and present events in their own lives and 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 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.
Expressive Arts and Design. 	Exploring and using Media and 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.

