



## Early Years Foundation Stage Framework Information for Parents and Carers

### What Is the Early Years Foundation Stage Statutory Framework?

The Early Years Foundation Stage (EYFS) statutory framework is a government document that all schools and Ofsted-registered early years providers in England must follow. It sets standards for the learning, development and care of your child from birth to 5 years old. The standards ensure your child will learn and develop well and are kept healthy and safe.

### ★ 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 Will I Know How My Child Is Doing?

Each child in the EYFS has a key person who will work in partnership with you, sharing information about your child. EYFS settings may also use observations to share your child's key achievements.

EYFS practitioners use their professional knowledge to understand your child's level of development. If they have any concerns about your child's progress, they will discuss these with you.

Three formal assessments take place during the EYFS:

- Two-Year Progress Check (this will happen between the ages of 24 to 36 months)
- Reception Baseline Assessment (at the start of the reception year)
- Early Years Foundation Stage Profile (at the end of the EYFS)



Your child's Early Years Foundation Stage Profile will be shared with you at the end of the EYFS. This will inform you of your child's progress and whether they have met or are continuing to work towards their early learning goals (ELGs). There are 17 ELGs your child is expected to achieve by the end of the EYFS.



## Early Learning Goals

<h3>Communication and Language</h3> <h4>Listening, Attention and Understanding</h4> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<h3>Personal, Social and Emotional Development</h3> <h4>Self-Regulation</h4> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>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.</li> </ul>	<h3>Physical Development</h3> <h4>Gross Motor Skills</h4> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
<h4>Speaking</h4> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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.</li> </ul>	<h4>Managing Self</h4> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<h4>Fine Motor Skills</h4> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>
<h3>Understanding the World</h3> <h4>Past and Present</h4> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<h4>Building Relationships</h4> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	<h3>Literacy</h3> <h4>Comprehension</h4> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
<h4>People, Culture and Communities</h4> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>	<h4>Mathematics</h4> <h4>Number</h4> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>	<h4>Word Reading</h4> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
<h3>The Natural World</h3> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<h4>Numerical Patterns</h4> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including even and odd, double facts and how quantities can be distributed equally.</li> </ul>	<h4>Writing</h4> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>
<h3>Expressive Arts and Design</h3> <h4>Creating with Materials</h4> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<h4>Building Relationships</h4> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	<h4>Writing</h4> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>

# Perryfields Infant School

Here are a selection of ideas and activities split into the different Areas of Learning that you can try at home

## Communication and Language

- Read a range of books together, including non-fiction. Encourage your child to be curious and ask questions about things they want to find out more about or do not understand. You could pause at certain points in the book to check your child understands what has been read.
- Look back through photos and talk about previous experiences you have had together. Model how to speak in full sentences and use past tense language correctly. You could also talk about what you would like to do together in the future, to practise using future tense language.
- Encourage lots of talk at home by holding conversations. Start a conversation on a topic that interests your child, or pose an open-ended question, such as, 'What do you look forward to when you wake up?' Try to keep the conversation going through several back-and-forth exchanges, but try not answer each time with another question, make comments in response too.
- Try and use new words throughout the day to expand your child's vocabulary. You could swap a word for another. For example, instead of saying 'it is a bright colour', you could say 'it is a very vivid colour'. You could also repeat sentences back to your child and add in extra descriptive words. For example, if your child says 'I like apples', you could say, 'Yes, I like juicy, ripe apples too'.
- To also support language, model correct sentence structure and words to your child – instead of overcorrecting them. You can repeat words or sentences back to them in a natural way. For example, if your child says 'I bought a banana' say 'Yes, you bought a banana.'
- At bedtime, instead of reading a story, you could read some child-friendly poems. Encourage your child to discuss what they think the poem is about and talk about new words and their meaning.

## Mathematics

- Play games and do activities which involve counting aloud to 20 and beyond. For example, playing hide-and-seek or counting how many steps it takes to walk from the kitchen to the bedroom.
- Set up a tea party with some toys. Encourage your child to practise sharing out food, cutlery, plates and cups equally between each of the toys. Talk about which amounts could be distributed equally and which could not.
- Create some number cards (either 1 to 10 or 11 to 20) and see if your child can place them in order. Then, ask your child to close their eyes while you either take a card away or swap a card to a different place in the sequence. When your child opens their eyes, they can be a number detective and work out what you have done, then fix the problem in the number sequence.
- Have a set of five small toys. Hide some of the toys under a blanket and leave the rest of the toys uncovered. Then, support your child to work out how many toys are hidden. For example, if there are five cars in total and two are visible, how many are hiding? If your child can confidently do this, try having a larger total of up to ten toys.
- Put out a pile of dried pasta, cubes or pom-poms and each grab a handful of items. Count how many you each have and then compare quantities. Which quantity is greater than or less than the other? Do this several times. Did you ever get two quantities that were the same?
- To practise subitising, play some games which involve using dice. Encourage your child to look at the spots on the dice and instantly recognise how many there are on each side without having to count them each time.

## Personal, Social and Emotional Development

- Discuss different feelings and try acting out various emotions for your child to identify. Also, recognise and talk about the feelings characters may be experiencing in the stories that you read together.
- Develop your child's confidence and independence by going to an unfamiliar park or soft play centre. Encourage them to try out new equipment they have not been on before.
- Using building bricks, try and create the tallest tower that you can together. If the tower falls, try again to rebuild it, sharing ideas on how you could work together to make it better.
- Plan some snacks or meals together and discuss the importance of healthy food choices and a balanced diet.
- Encourage your child to get themselves dressed on their own. Start by giving them a little bit of help with things, such as their top button or start off zips, until they can do this independently.
- Try playing some simple board or card games together to practise taking turns and waiting patiently for the next go. Additionally, use it as an opportunity to talk about rules and why these are important to follow when playing a game.
- Encourage your child to talk about their friends and build relationships with others. You could arrange opportunities to invite friends or family members round or meet up and play in an outside space together.

## Literacy

- Read a book together and pause at points throughout the story to discuss ideas on what your child thinks might happen next.
- Visit a local library and borrow some books to look at together. These could include storybooks, rhymes, poems, information books, comics and magazines. Encourage your child to retell you what has been read using their own words, but also words and phrases used in the books.
- Using small world toys, or yourselves, act out some favourite stories together using words and language from the story.
- Encourage your child to practise writing simple words and sentences using the phonic sounds that they know. You could give them different purposes for writing, such as writing a shopping list, writing a greetings card or a postcard, writing a sign for their creations, or writing some treasure hunt instructions.
- Practise identifying letter sounds in the environment. Look for letters you see when you visit different places and practise reading the words.
- Practise reading common exception words (tricky words or high frequency words) by making some word cards to play games with, e.g. bingo, memory, or snap. Also, encourage your child to read the words in funny voices to help make it more fun!
- Encourage your child to practise forming letters properly by writing using a range of different materials, such as pencils, chalk, crayons and pens. They could also try writing letters into a tray of sand or flour using their finger or try painting letters onto a pavement using a paintbrush and water.

# Help Your Child with Reading

Reread your child's favourite stories as many times as your child wants to hear them. Choose books and authors that your child enjoys.



Reread

Look at the pictures and talk about them. For example, 'Can you find a bird or a cat?', 'What else can you see?', 'What are the children playing? Have you played that before?'



Look

To help your child develop their vocabulary, talk to your child as much as possible about what you are doing. Ask them about their day. What have they been doing? What was their favourite thing? What games did you play today?

Talk

Sit close together and get comfy! You could encourage your child to hold the book themselves and turn the pages. Use funny voices, puppets or props to bring the story alive.

Sit

Ask questions when you are reading together, such as 'What can you see on this page?', 'How do you think the characters feel?' and 'What is the story about?'



Ask Questions

Visit the local library together. It is fun choosing new books to read. Keep an eye out for special story events at the library or local bookshops that you can join in with.



Visit

A story sack is a great way to get your child talking about a story. They are bags that contain the story itself, alongside a variety of items linked to the story. It could be the story CD, a related non-fiction book, puppets, models or objects that are in the story and a related activity.

Story Sacks



Encourage family and friends to share books with your child. The more your child sees you and others reading, the more they will want to read too.

Encourage



twinkl

# Help Your Child with Writing

## Writing

Playdough is a great finger-strengthening activity. Add cutters and tools, theme it with a story or practise moulding letters.



Playdough

Writing letters in sand, water or paint (or on whiteboards and chalkboards) is a great way to practise letter formation. Start with the letters from your child's name and move on to initial sounds.

Writing Letters

Drawing is a very good entry point for handwriting as it gives children an opportunity to practise guiding a pencil. They can follow a simple guide or use their imagination to draw.



Drawing

Fine motor and hand-eye coordination will develop through lots of activities that use pinching, grasping, twisting, threading, squashing and squeezing. Activities, such as threading, weaving and manipulating small items with tweezers will all help build fine motor control.

Fine Motor

Go shopping and let your child write a small part of your shopping list. Give your child the list while you are there for them to find the items and add them to the trolley. You might help them to form the letters or write it together so it gives meaning to making marks.



Go Shopping

Scissor skills help to develop fine motor muscles. Have long strips of paper available and draw a mixture of pattern lines on them (wavy, zigzag, straight). Invite children to cut along the lines to complete the pattern.



Scissor Skills

Making marks is often where early writing starts. Encourage mark making in natural materials, such as mud, sand or snow. Children can use a variety of tools to make marks, such as brushes, sticks and feathers. Pattern books can also be fun to do and allow children to practise mark making.



Mark Making

Strengthen fingers by using a pestle and mortar in the garden. Collect things in the garden and break them down using the pestle and mortar; talk about the smells and the changes as it breaks down. Try some spices from the kitchen too.



Strengthen Fingers

Sensory opportunities are an excellent way to make writing fun and exciting. You could squirt shaving foam onto a smooth surface and add some paint in colours linked to a theme, such as seasons, rainbows or under the sea. Children can spread the shaving foam and mix it with the paint. They can make marks in the shaving foam with their fingers or with paintbrushes. Provide letters or patterns for your child to copy.



Sensory

# Help Your Child with Phonics

I Spy is great for identifying and hearing initial sounds in words. It helps your child to tune in to the beginning of words and identify the sound. Play it at home, on a walk, in the car...anywhere!



I Spy

Songs and nursery rhymes help your child to hear the sounds in words and build up a bank of familiar vocabulary. Encourage them to join in with actions - you could try and make up your own nonsense rhymes too!



Singing

Hide some sounds around your house or garden and see how many your child can find and identify.



Sound Hunt

Listen to your child read. In reception, your child will start bringing books home to read. Try to find time to hear them read every day. It could be snuggled up on the sofa, at bedtime or before school.



Listen

Say the sounds correctly at any given opportunity for your child to hear. In all games and activities, make sure you pronounce speech sounds clearly. There are videos online that will help you to check this.



Say the Sounds

Play rhyming games with children. For example, play a game of 'silly soup' and pretend to put in objects that rhyme (such as a bat, a hat, a cat, a mat). Play this with your child and then see if they can do it independently.



Play

Sound boxes can be a fun way to look at initial sounds with children. Start by filling a box with shredded paper. Alternatively, you could play in a sand pit or the bath (depending on the objects you choose). Then, add objects that begin with two different initial sounds. Write the two sounds on pieces of paper or whiteboards for your child to match the objects to. For example, if it was a duck, it would match to 'd'.



Sound

Joining in with stories and songs can be a great way to support children. When you are reading to your child, ask them to join in with phrases that are repeated. For example, 'Run, run, as fast as you can! You can't catch me, I'm the Gingerbread Man!'. Traditional stories, such as 'The Gingerbread Man' and 'The Three Little Pigs', often have repeated phrases and children will love doing the voices!

Joining In

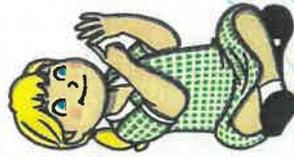
# Help Your Child with Maths

Practise counting out objects, such as buttons, toys or sticks collected on a walk. Encourage your child to point to each object as they say the number name.

## Counting



Songs and rhymes are great for helping young children learn to count. Focus on numbers 1-5 and then 1-10. Try 'Five Little Ducks Went Swimming One Day' and '1, 2, 3, 4, 5, Once I Caught a Fish Alive'.



## Songs and Rhymes

Dominoes can be a great way to understand that a number refers to an amount of objects. Matching games can also help your child to understand 1:1 correspondence.

## Matching

Talk to children about the different uses of numbers. Talk about numbers you see all around you. For example, 'Look, there are three cats on the wall' or, 'Can you see the number 5 on the gate?' Play games and talk about the numbers on the dice (board games are great for this).

## Talk

Measure ingredients and bake something yummy together and set the timer for it to cook.

## Cooking



Try and spot numbers wherever you go - on a menu at a cafe, on the bus, at the shops or people's front doors on a walk.

## Number Spotting



Understanding shape helps us to make sense of the world around us. Go on a shape hunt around your house. See if you can find circles, squares, rectangles or triangles.

## Shapes

Anything can be sorted into groups! Sorting objects into sets of things with similar characteristics is important for beginning to understand what things have in common. This could be snacks, buttons or toys and can be extended to talk about how many are in each group. You could ask, 'Which has more? Which has less? Let's count and check!'

## Sorting



Once your child has become familiar with counting then they can start ordering numbers. You could label blocks, cars or dinosaurs with numbers 1-5 then 1-10 and enjoy putting them in the correct order, muddling them up and starting again.

## Ordering Numbers



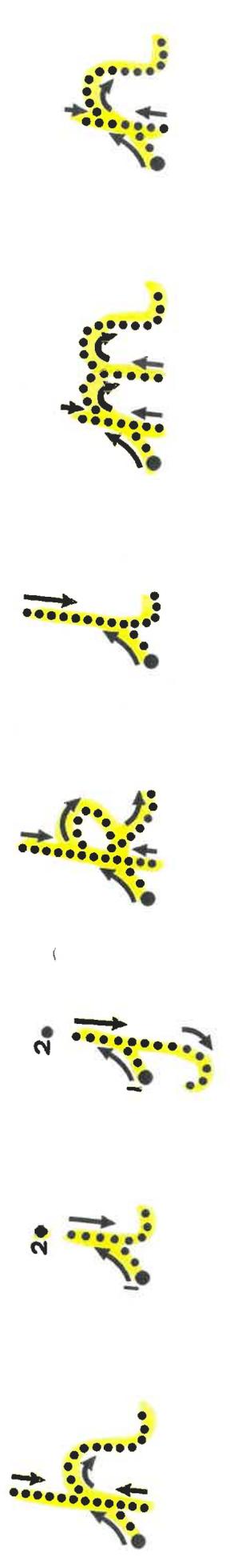
Do maths every day! You might not think it but you will be doing maths every day. Helping your child get dressed, going to the shops, singing counting songs, counting the steps on the stairs, following a daily routine - most activities we do with our child involve maths.

## Every Day

Play with objects, such as shells, bottle tops, beads or building blocks. These can be sorted into sets, used to make simple patterns or pictures (like a face or boat) or used to prompt discussions about shape.

## Play







# Perryfields Infant School

## Apps to play at home to support learning in EYFS

 Teach your monster to read	 Twinkl phonics suite	 Little Writer
 Twinkl learn and explore	 Jolly Phonics	 Maths, age 4-6

## Useful websites to help your child at home

1. <https://youtu.be/UCI2mu7URBc>

This video will show you how to pronounce each phonic sound

2. <https://www.youtube.com/watch?v=vqvgMtSNswo>

This video demonstrates how we blend phonic sounds to read

3. <https://www.oxfordowl.co.uk/login?active-tab=students>

Your child will have a login for this website. Here you will find a library of E books your child can access and read at home.

4. <https://www.youtube.com/watch?v=VmMoFbhpFk4>

This video clip shows all the jolly phonic songs and actions we use in school to help us learn the sounds.

5. <https://www.phonicsplay.co.uk/>

This website has some free phonic games you can play

6. <https://letters-and-sounds.com/index.php/phase-2-games/>

The phase 2 section of this website has lots of different phonics game to play

7. <https://whiterosemaths.com/for-parents/>

Here you will find a video explaining the White Rose Maths programme we use in school

8. <http://www.crickweb.co.uk/Early-Years.html>

This website has a range of maths games children can play

9. <https://www.topmarks.co.uk>

If you search early years on this website you will find lots of maths game to play

10. <https://www.bbc.co.uk/bitesize/primary>

This website has a range of literacy and numeracy games and video clips to watch.