



There are 7 areas of learning in the Statutory Framework for the Early Years Foundation Stage. The 3 Prime Areas of learning are: Communication and Language; Personal, Social and Emotional Development; Physical Development

The 4 Specific Areas of learning are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design

Communication and Language

In FS1 children learn to listen, to join in, understand and respond to instructions. They develop and widen their vocabulary in a language rich environment, and learn to use their language in a range of different contexts. Through back and forth conversations, role-play and language development they begin to use more complex sentences.

In FS2 children develop their listening skills, learning how to listen, engage and retell stories. They continue to widen their vocabulary, and learn to express themselves clearly using well-formed sentences. They learn to describe in detail and use talk to connect ideas and solve problems.

At the end of FS2 children who are at the expected level of development will have achieved the Early Learning Goals. The Early Learning Goals for Communication and Language are split into 2 areas:

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- 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.

ELG: Speaking

Children at the expected level of development will:

- 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

In FS1 children learn to form relationships with their peers and with others. They grow in self-confidence as they learn how to share and take turns, begin to understand their feelings and the feelings of others, and learn how to adapt their behaviours appropriately. They learn how to keep healthy and the importance of health to lead a happy life.

In FS2 children learn to develop relationships; listening and cooperating with peers and elaborating play ideas together. They learn about their feelings and those of others and how to show empathy and care. They learn strategies to self-regulate and have a growing understanding of how to keep a healthy body and healthy mind.

At the end of FS2 children who are at the expected level of development will have achieved the Early Learning Goals. The Early Learning Goals for Personal, Social and Emotional Development are split into 3 areas:

ELG: Self-Regulation

Children at the expected level of development will:

- 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.

ELG: Managing Self

Children at the expected level of development will:

- 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.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with



Physical Development

In FS1 children learn to move their bodies in different ways and with control, on the floor and using a range of apparatus, to develop their gross motor and upper body skills; their balance, core strength, coordination, proprioception and ability to cross the mid line. Fine motor skills develop children's ability to handle, manipulate and use a range of equipment and tools, such as scissors, jigsaw puzzles, pencils and begin to use with some control.

In FS2 children continue to develop their gross and fine motor skills. They develop core, balance and coordination skills to enable them to play simple team games, and learning how to lead a healthy, active life. Children learn to handle and use a range of equipment and tools, including correctly holding and controlling their pencil for writing.

At the end of FS2 children who are at the expected level of development will have achieved the Early Learning Goals. The Early Learning Goals for Physical Development are split into 2 areas:

ELG: 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.

ELG: 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.



Literacy

In FS1 we are developing a love of stories and an understanding of story language, story retelling and nursery rhymes. The children learn phonics; hearing and identifying environmental sounds and the sounds in words, beginning to orally blend and segment. They begin to develop their early mark making writing skills.

In FS2 children continue to develop a love of stories and listen to a range of quality texts, and from different cultures to broaden their vocabulary and understanding. Children learn to read - reading consists of 2 dimensions, language comprehension and word reading. They become immersed in story and of story retelling. Through the teaching of our systematic synthetic phonics teaching, in our 'Floppy Phonics' lessons, children learn to identify the sounds in words, recognise the letter sound and learn to blend the sounds together to read words. They learn how to form letters and segment the sounds in words to spell them phonetically. They learn how to form simple sentences with punctuation.

At the end of FS2 children who are at the expected level of development will have achieved the Early Learning Goals. The Early Learning Goals for Literacy are split into 3 areas:

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



Maths

In FS1 the children develop an understanding of early number through nursery rhymes and counting songs. They develop an early understanding of mathematical language, awareness of numbers all around us and begin to count objects very carefully. They learn about shape, space and measure.

In FS2 children develop a deep understanding of numbers within 10; counting, calculating and finding all number bonds and beginning to double and halve, spotting relationships and patterns within those numbers. Children learn to apply their understanding in a range of contexts through play, demonstrating and applying their mastery of mathematics. Children also develop their reasoning skills, shape, space and measures, identifying patterns, relationships and connections.

At the end of FS2 children who are at the expected level of development will have achieved the Early Learning Goals. The Early Learning Goals for Mathematics are split into 2 areas:

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- 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.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



Understanding the World

In FS1 children use their senses to explore and understand the world around us, our local environment, the people and communities in which we live and those differing to our own.

In FS2 children develop their understanding of the world around us, from our immediate environment to the wider world and begin to make similarities and differences, building knowledge from stories and using simple maps. They learn about families and our community, and also the lives of others who live in different communities, in different parts of the world. They learn about the past, gaining knowledge about historical figures through the stories shared and begin to use words and develop vocabulary associated with the passing of time.

At the end of FS2 children who are at the expected level of development will have achieved the Early Learning Goals. The Early Learning Goals for Understanding the World are split into 3 areas:

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- 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;
- 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.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around making observations and drawing pictures of animals and plants;
- 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;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



Expressive Arts and Design

In FS1 the children develop their knowledge, creativity, imagination and skills in art, exploring a range of media and materials. They develop their appreciation for music and movement and begin to learn a range of songs, understand rhythms and explore the sounds of instruments. Through expressive language, children engage in imaginative play, responding to and re-enacting their experiences.

In FS2 children develop their creativity, knowledge, skills and appreciation in art, music, imaginative play, construction and movement. Exploring the arts, they learn to interpret, express themselves and develop their performing skills.

At the end of FS2 children who are at the expected level of development will have achieved the Early Learning Goals. The Early Learning Goals for Expressive Arts and Design are split into 2 areas:

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.