



Dear Parents and Carers,

We are writing to let you know that our school has become an 'early adopter school' for the EYFS (Early Years Foundation Stage'). This means that for Nursery and Reception we will be using the new Early Years Framework to plan the curriculum and experiences that the children have throughout the year. We are really excited about this as it provides more opportunities for your child to embed the skills and 'characteristics of learning' which will help them as they continue through school.

What does this mean for your child?

Nothing will change for your child. We will continue to offer them the highest quality learning experiences in school and we will continue to develop the whole child, thinking about how they learn and who they are as individuals. Your child will be unaware that anything different is going on, it is definitely business as usual for them!

What does this mean for parents / carers?

Nothing will change for parents/carers. We will continue to support you to the best of our ability and value your opinions and knowledge of your child. We will still use Tapestry to record your child's learning journey. We have included a guide to the new ELG (Early Learning Goals) for Reception as well as 'Development Matters' for end of year expectations in Nursery. Each week we hope to offer you support and information as to how you can support all of these areas of learning as we go through the year. Please look out for these guides on our website and in Tapestry.

What does this mean for early years teachers?

At the end of the year we will still use our knowledge of your child, alongside the evidence we have gathered throughout the year, to make judgements about whether they have met the end of year expectations. For Reception, these are known as 'the Early Learning Goals'. As this is a trial year prior to it becoming statutory in 2021, the government will ask our opinion of the changes they have made, so that we can help to inform the future of early years' education.

Please do not hesitate to get in touch if you have any further questions.

Best wishes,

Wendy Dwyer (Deputy Head and EY Lead) and the Early Years Team

| Meadows First School – Early Adopters EYFS Framework - end of year expectations for Nursery and Reception | | |
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| | 3-4 year olds (NURSERY) will be learning to: | RECEPTION will be learning to (new Early learning Goals): |
| Personal Social and Emotional Development | <p>Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.</p> | <p>Building Relationships Work & play cooperatively & take turns with others. Form positive attachments to adults & friendships with peers. Show sensitivity to their own & to others' needs.</p> <p>Managing Self Be confident to try new activities & show independence, resilience & perseverance in the face of challenge. Explain the reasons for rules, know right from wrong & try to behave accordingly. Manage their own basic hygiene & personal needs, including dressing, going to the toilet & understanding the importance of healthy food choices.</p> <p>Self-Regulation Show an understanding of their own feelings & those of others, & begin to regulate their behaviour accordingly. Set & work towards simple goals, being able to wait for what they want & control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, & show an ability to follow instructions involving several ideas or actions.</p> |
| Communication & Language | <p>Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with tenses, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: -some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> | <p>Listening, Attention & Understanding Listen attentively & respond to what they hear with relevant questions, comments & actions when being read to & during whole class discussions & small group interactions. Make comments about what they have heard & ask questions to clarify their understanding. Hold conversation when engaged in back-&- forth exchanges with their teacher & peers.</p> <p>Speaking Participate in small group, class & 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 & poems when appropriate. Express their ideas & feelings about their experiences using full sentences, including use of past, present & future tenses & making use of conjunctions, with modelling & support from their teacher.</p> |
| Physical Development | <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and make marks. Start taking part in some group activities. Are increasingly able to use and remember sequences related to music and rhythm. Choose the right resources. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p> | <p>Gross Motor Skills Negotiate space & obstacles safely, with consideration for themselves & others. Demonstrate strength, balance & coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping & climbing.</p> <p>Fine Motor Skills 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, paintbrushes & cutlery. Begin to show accuracy & care when drawing.</p> |
| Literacy | <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book - page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as 'money' and 'mother' .Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the | <p>Comprehension Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced VOCABULARY. Anticipate (where appropriate) key events in stories. Use & understand recently introduced VOCABULARY during discussions about stories, non- fiction, rhymes, poems & during role play.</p> <p>Word Reading Say a sound for each letter in the alphabet & at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences & books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in</p> |

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| | <p>top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately.</p> | <p>them & representing the sounds with a letter or letters. Write simple phrases & sentences that can be read by others.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mathematics</p> | <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," –with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on wallpaper. Use informal language like 'pointy', 'spotty', 'blobs'</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern Begin to describe a sequence using words such as 'first', 'then...'</p> | <p>Number 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) & some number bonds to 10, including double facts.</p> <p>Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore & represent patterns within numbers up to 10, including evens & odds, double facts & how quantities can be distributed equally.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the World</p> | <p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> | <p>People, Culture & Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps. Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class. Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & (when appropriate) maps.</p> <p>The Natural World Explore the natural world around them, making observations & drawing pictures of animals & plants. Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class. Understand some important processes & changes in the natural world around them, including the seasons & changing states of matter.</p> <p>Past & Present Talk about the lives of the people around them & their roles in society. Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class. Understand the past through settings, characters & events encountered in books read in class & storytelling.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive Arts and Design</p> | <p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing. Show different emotions in their drawings – happiness, sadness, fear etc. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p> | <p>Creating with Materials Safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function. Share their creations, explaining the process they have used. Make use of props & materials when role playing characters in narratives & stories.</p> <p>Being Imaginative & Expressive Invent, adapt & recount narratives & stories with peers & their teacher. Sing a range of well-known nursery rhymes & songs. Perform songs, rhymes, poems & stories with others, & (when appropriate) try to move in time with music.</p> |