



EYFS Areas of Learning and links to the National Curriculum

Note: Computing used in/linked to many areas of learning

Areas of Learning and Development

Links to NC

	Areas of Learning and Development	Links to NC	
Prime areas	Communication and Language	Listening, Attention and Understanding	Everything!
		Speaking	Everything!
	Physical Development	Gross Motor Skills	PE
		Fine Motor Skills	Mixture—Handwriting and tool using
	Personal, Social and Emotional Development	Self-Regulation	PSHE
		Managing Self	PSHE
Building Relationships		PSHE	
Specific areas	Literacy	Comprehension	English
		Word Reading	English
		Writing	English
	Mathematics	Number	Maths
		Numerical Patterns	Maths
	Understanding the World	Past and Present	History
		People, Culture and Communities	Geography & RE
		The Natural World	Science
	Expressive Arts and Design	Creating with Materials	Art, D&T & Music
		Being Imaginative and Expressive	Art, D&T & Music



Principles of the EYFS

There are four overarching principles in the Early Years Foundation Stage. Every child is unique and individual and will make progress at different rates. In order to thrive, learn and develop they need to have opportunities to create positive relationships with others and explore environments that stimulate their curiosity. These principles underpin all aspects of teaching and learning in the Early Years Foundation Stage.



Characteristics of Effective Teaching and Learning

There are three characteristics of effective teaching and learning. These three characteristics describe behaviours that children use in order to learn. They must be considered when planning and guiding what children learn.



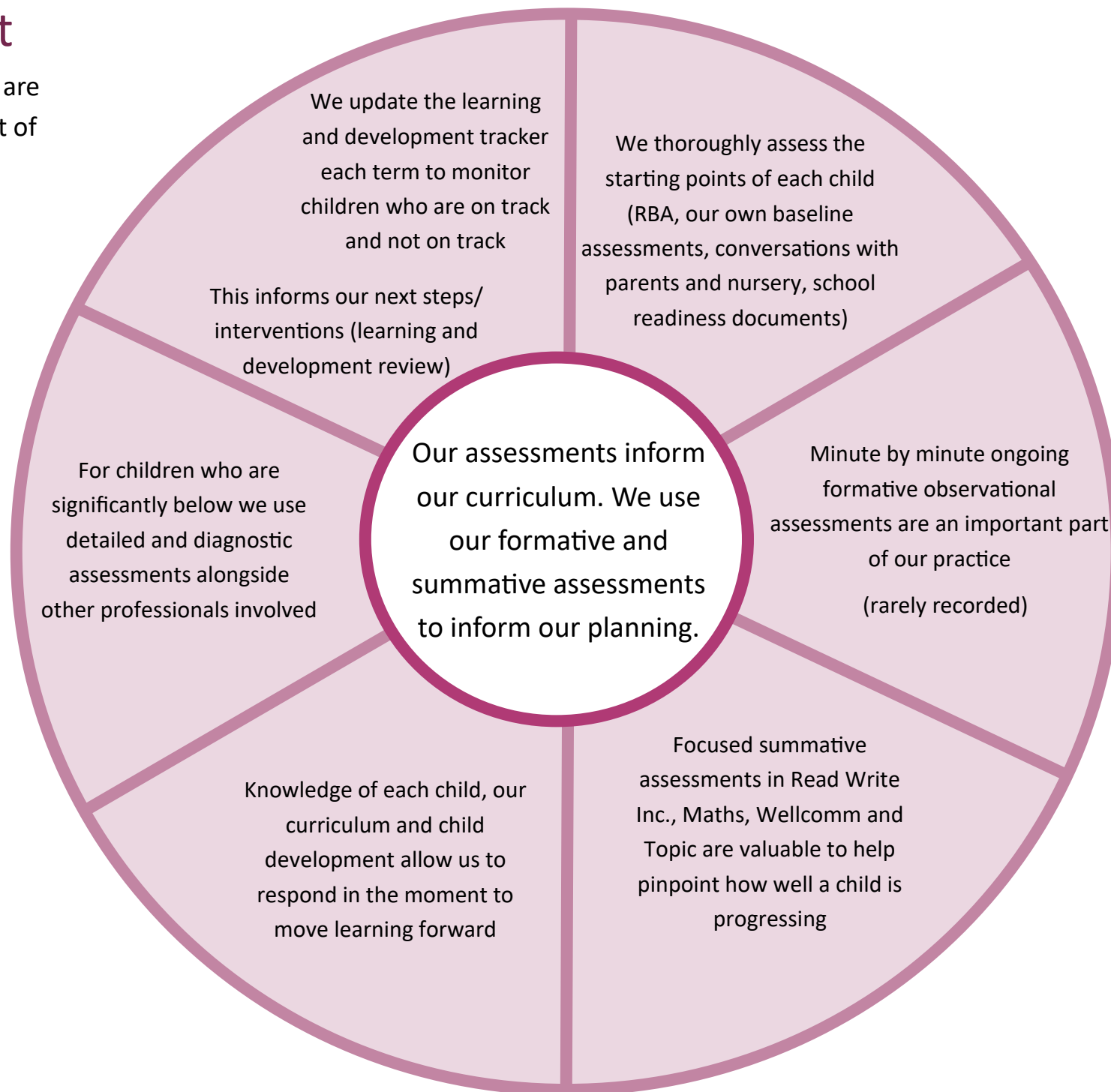
Assessment

All EYFS staff members are involved with all aspect of assessments.

Formative assessment means **assessment to inform planning**. To plan effectively, formative assessment needs to be based on observations of the children in action, both in self-chosen play and planned activities.

Summative assessment is a **'summing up' of an individual child's achievement at certain points in the year**. This could be a baseline, termly or end of year assessment in which a decision is made about which age and stage best fits the child.

The **EYFSP** is completed during the Summer term.





Quality Interactions

Commenting

My hands are getting colder in the water.

Pondering

*I wonder if ...
I wonder why ...*

Imagining

*Let's pretend we ...
Perhaps ...
I can imagine ...*

Reflecting back

I think you've chosen the best bricks there because ...

Connecting

*Do you remember when/how ...
It's just like when ...*

Explaining/ informing

If you turn the saw like this you'll be able to cut right through

Thinking aloud

*I'm going to try ...
I did something like this before ...*

Talking about feelings

I think Ted is upset because he's missing his mummy too.

Posing problems

Maybe there's a way to remember who's had a turn?