



HYDESVILLE
TOWER SCHOOL

EYFS Information Booklet

Ambitious by Nature. Flexible by Design.

www.hydesville.com    

The Early Years Foundation Stage

At Hydesville Tower School we adhere to the Statutory Framework of the Early Years Foundation Stage and the four guiding principles (printed in bold) that shape practice within Early Years settings. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates.

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The Seven Areas of Learning

The Early Years Foundation Stage framework is based around seven areas of Learning which are indicated in seven different colours in the diagram below. Each one of the seven areas is sub-divided into further categories, meaning that there are actually 17 different aspects to the curriculum in total. Each one of the 17 aspects has its own Early Learning Goal, which the children work towards achieving by the end of the Reception year.

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1. Prime areas of learning

Personal, Social and Emotional Development.	Physical Development	Communication and Language
– Self-Regulation – Managing self – Building relationships	– Gross motor skills – Fine motor skills	– Listening, Attention And understanding – Speaking

2. Specific areas of learning

Literacy	Mathematics	Understanding the world	Expressive Arts and Design
– Comprehension – Word Reading – Writing	– Number – Numerical patterns	– Past and present – People, culture and communities – The natural world	– Creating with materials – Being imaginative and expressive

The Early Learning Goals

Every child works towards securing their Early Learning Goal in each aspect of learning by the end of the Reception Year. Attainment of Early Learning Goals is judged by the teacher and their knowledge of the child's abilities. The attainment results are then recorded with the local authority at the end of each academic year. The 17 early learning goals are as follows:

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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.
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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.



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.

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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.

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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 peers.
- Show sensitivity to their own and to others' needs.

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.

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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.

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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.

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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.
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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.
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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.
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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.

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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.

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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.

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The Natural World

Children at the expected level of development will:

- Explore the natural world around them, 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.
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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.
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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.
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Achieving a ‘Good Level of Development’ (GLD).

Children are deemed to have achieved a ‘Good Level of Development’ if they attain their Early Learning Goals in the following areas:

- Listening, Attention and Understanding
- Speaking
- Self-Regulation
- Managing Self
- Building Relationships
- Gross Motor Skills
- Fine Motor Skills
- Comprehension
- Word Reading
- Writing
- Number
- Numerical Patterns

For further reading regarding the EYFS or children’s early development please visit the Reception page on the school website. The school’s Early Years Policy can also be found here, along with the Statutory requirements for the EYFS.

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If you have any questions please
contact the school office.

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