

New EYFS curriculum 2021

Dear Parents and carers,

In September 2021 the curriculum is changing. This letter outlines the changes to the EYFS which affects children from birth to the end of reception in an educational setting.

The DfE says that the proposals are intended to:

- Save time doing unnecessary paperwork – educators will be spending less time doing paperwork and observations and more time interacting and building relationships with children
- make all 17 Early Learning Goals clearer, more specific and easier for teachers to make accurate judgements, there are still 7 areas of learning that remain the same (Personal, Social and Emotional Education, Communication and Language, Physical Development, Literacy, Maths, Understanding the World and Art and Design)
- focus on strengthening language and vocabulary development to particularly support disadvantaged children
- strengthen literacy and numeracy outcomes to ensure all children have a good grasp of these areas of learning in preparation for year 1
- ensure the ELGs are based on the latest evidence in childhood development

The new non statutory development matters gives 7 key features of effective practice:

- The very best for every child
- High quality care
- The curriculum – what we want children to learn
- Pedagogy
- Assessment
- Self-regulation and executive function
- Partnership with parents and carers

Personal, Social, Emotional Development

Personal, Social, Emotional Development is now in three parts and included self-care, eating and managing emotions; Self Regulation (regulate their behaviour), Managing Self and Building Relationships.

‘Self Regulation’ replaces ‘Managing feelings and behaviour’.

Self-regulation is the ability to monitor and manage your energy states, emotions, thoughts, and behaviours in ways that are acceptable and produce positive results such as well-being, loving relationships, and learning.

Communication and Language

Communication and language has been split into two instead of three sections, putting listening and understanding together and a greater focus on the importance of language development. The end goals are similar to the existing EYFS.

These are the foundations of literacy and a Prime Area in the EYFS. Without these skills children will not be able to move onto Literacy, in the National Curriculum there is Literacy and Language.

Children still need to develop their language skills as much as their writing in the National Curriculum.

Physical Development

This is the third prime area of learning. There is now a greater focus on the link between gross and fine motor skills.

Health and Self-Care has moved to PSED now and Physical development now concentrates on just that.

Covering the objectives in the EYFS for maths through play

Maths has taken less of a focus on shapes and more of a focus on patterns. Shape work is included in the development matters but not in the ELG.

Practitioners are able to work on shaping their own way of teaching maths which can be done through play and short adult led activities.

Literacy

Goals are similar to before but there is greater focus on literacy learning in earlier ages including a link between understanding and later reading and writing skills. Children in Early Years learning these skills through phase 1 then phase 2 phonics, as well as through storytelling and small world and role play, mark making in play, drawing and painting.

Understanding the World

There is a greater focus on widening experiences in line with cultural capital.

Technology has been removed as children get so much technology already at home and ipads are not age appropriate for early years children, settings will use it of course but there is no prescribed end goal. The new UTW focuses more on building scientific knowledge.

Art and Design

Remains very much the same.

ELG

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

Communication and Language

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

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

Physical Development

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

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.

Mathematics

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

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 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.

Expressive Arts and Design

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.

Characteristics of Effective Learning

The Characteristics of effective learning remain unchanged in the new EYFS. Children need motivation to learn.

Motivation is more important than knowledge and is the key to success for children and adults. Think of the Characteristics of Effective Learning as instilling motivation to not only succeed in Early Years, but to also become lifelong learners. The EYFS has the Characteristics of effective learning at the heart of the curriculum.

Assessment

The statutory assessment in Early Years includes:

- Baseline in Reception
- Early Learning Goals or ELGs

Practitioner knowledge is much more valued and there is still a need to educators to share information with parents in which way they chose.

There is no longer an exceeding judgement at the end of Reception.

Safeguarding

Safeguarding and welfare of children remains as important as ever with a new focus on oral hygiene and teaching children oral care as well as providing information to parents.

We hope you found this useful, if you have any questions, please speak to the Early Years Team.

Kind Regards,

The EYFS team