

St George's Primary School Foundation 1



Prime Areas Parent Information Evening

Thursday 16th November 2023

The areas of learning and development within the EYFS

There are Seven areas of learning.

Three Prime

Personal social and emotional development

Physical Development

Communication and language

Four Specific

Literacy

Mathematics

Understanding the world

Expressive arts and design

What are the prime areas of learning in the EYFS?

The EYFS Prime Areas of Learning are foundational. They play a significant role in encouraging children's curiosity and enthusiasm for learning. They're a driving force behind helping children as they learn to form relationships, moderate emotions and thrive in their day-to-day life.

Prime Areas of Learning in the EYFS make up a crucial part of early development. These are then followed by more specified areas of development that are more structured in their approach. Helping children to master the 'basics' by meeting the aims in the EYFS Prime Areas of Learning encourages long term skills.

Supporting them in their development during EYFS is a way to help them grasp the underpinning skills they need to exceed in specific learning areas in the future.

Why the prime areas are 'prime'

The prime areas are fundamental to children's successful learning in the specific areas.

The specific areas cannot be encountered in isolation from the prime areas since children always experience the world through communication and physical and sensory involvement.

A strong foundation in the prime areas is essential as evidence shows that, if it is not securely in place by age five, it holds children back in other areas of learning and development.

How the prime areas relate to one another

Personal, Social and Emotional Development supports:

Physical Development – a child who feels secure and safe is confident to expand the boundaries of exploration and is motivated to reach, move and test physical capacities.

Communication and Language within relationships that establish turn-taking, joint activity, a desire to communicate and understanding of shared meanings of words.

Physical Development supports:

Personal, Social and Emotional Development – increasing physical control provides experience of the self as an active agent in the environment, promoting growth in confidence and awareness of control.

Communication and Language – a child who can effectively use the large movements, gestures and fine movements involved in speech is able to convey messages to others.

Communication and Language supports:

Personal, Social and Emotional Development – a child who can communicate feelings, needs and ideas develops a strong sense of self and is increasingly able to relate to others in rewarding and appropriate ways.

Physical Development through describing actions (which increases conscious control) and through talk about health and the factors which influence it.

PSED

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives. It's a fundamental aspect of their cognitive development.

Underpinning their personal development creates all kinds of important attachments. The attachments and relationships children form now can shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to:

- Manage emotions.
- Develop a positive sense of self.
- Set themselves simple goals.
- Have confidence in their own abilities.
- Persist and wait for what they want.
- Direct attention as necessary.

Through adult modelling and guidance, they will learn how to look after their bodies. This includes healthy eating and managing personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. Adult input ensures that children can use conflicts as teaching moments, taking away lessons for life.

PSED - Development Matters 3 and 4 year olds

Personal, Social and Emotional Development

3 & 4-year-olds will be learning to:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- 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.

★ Observation Checkpoint

Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?

Can the child settle to some activities for a while?

Around the age of 4, does the child play alongside others or do they always want to play alone?

Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)

Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?

Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

PSED

Each prime area is divided into early learning goals which are worked towards throughout F1 and F2, for PSED these are:

Self-Regulation - 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.

Managing Self - 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.

Toileting support - <https://eric.org.uk>

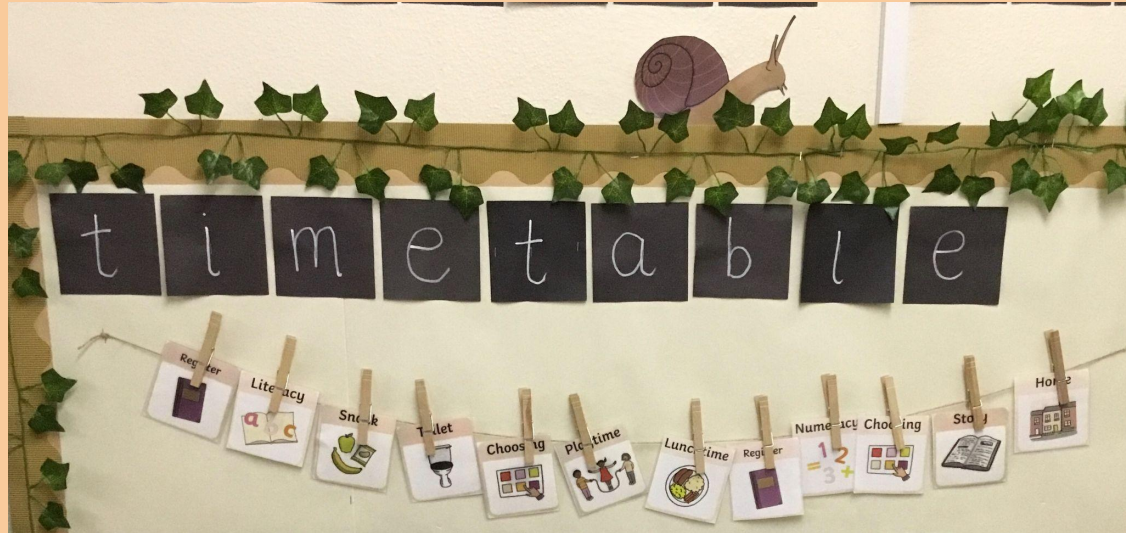
Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

PSED - Best practice and activities

PSED doesn't happen in isolation and children need adults to provide them with positive feedback and to model appropriate behaviour. Basically, **we** are the best resource to support children's PSED.

It's important to make young children feel secure. The key to this is creating a nurturing environment and tuning in by getting to know the child well through having effective relationships.

Routines - Routines reassure children as they begin to understand the structure of the day and predict what is coming next. This helps to cut anxiety. At school we use a visual timetable to support children who aren't able to understand verbal prompts yet.



PSED - Feelings

Children need to learn to recognise their feelings and learn the words to label them. They will need help from adults to do this and will need us to show them different ways to manage their feelings. For example we could say "I can see you are getting very frustrated with that toy - it's not working properly is it? Let's see if we can look at it together".

The four stage approach is

- Adult recognises the emotion.
- Adult names the emotion for the child.
- Adult provides some comfort.
- Adult and child discover solution together.



By repeating this four stage approach every day the child can learn to manage their feelings themselves.

PSED - Mental Health and Well-Being Library



MHWB
Library

Changes

Feelings
and
emotions

Grief and
Loss

Growing up

Our Mental Health and Well-being Library is available to all children and can be requested via our google form on our website. These books are read in class throughout the year but are available for you to take home and borrow.

<http://www.stgeorges.wirral.sch.uk/page/pastoral-support/64243>



Parent Mental Health and Well-Being Library - Changes

Please read the options and select the book that you would like to borrow. We will email you when it is ready to collect from the Lower Site school office.

Please browse through the stories and select your chosen book at the end.

emma.noakes@stgeorges.wirral.sch.uk [Switch account](#)



* Indicates required question

Email *

Your email

Next

Clear form

PSED

Role model

Adults can focus on reinforcing desirable behaviours by acting as a role model and praising children who demonstrate wanted behaviours. This is much more effective than highlighting unwanted behaviours, as children often like the attention they're getting when adults are cross with them.

We have a smaller strip version of this if you would like one for home.

Using STEM sentences to support children have a voice. 'Stop! I said I don't want to' 'I want to play with this, I will play with the magnets later'



PSED

Modelling

Many children need adult input to play together. Adults need to help children take turns to play activities, like throwing bean bags into a box or building a tower and knocking it down. Start with games they can confidently play to boost their confidence. Once they have learnt turn taking, add a new skill such as playing a dice game that involves counting.

Children often need an adult to join in to encourage and extend shared play. This begins to develop around three years old but lots of children need help modelling how to take on board other ideas and how to share toys.



Supporting children using stem sentences, for example sharing 'When you have finished can I have a go?'

PSED

Independence

Encourage independence skills such as feeding themselves or taking off and hanging up their coat. Give children time to practice these skills. And remember to praise them when they try, even if they're not always successful.

Help children to become confident in themselves, by allowing them the freedom to make choices. Build their confidence to tackle more complex activities as they grow.



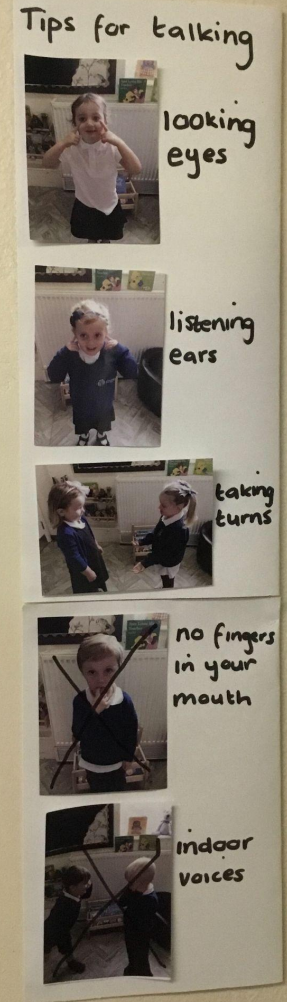
Communication and Language

The development of children's spoken language underpins all of their learning and development.

Children's back-and-forth interactions are effective from an early age. They establish the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment are crucial.

Having conversations together is key. Commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, helps children learn by example. Practitioners will build children's language effectively by involving them in a conversation.

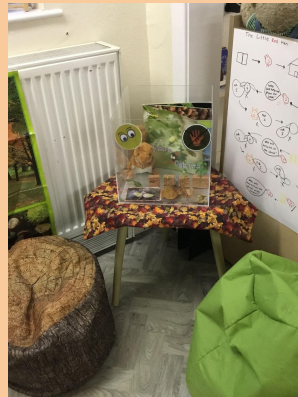
We reference our 'Tips for Talking' poster when engaging in speech with children.



Communication and Language

Reading frequently to children helps to grow their vocabulary and listening skills. Engage them actively in stories, non-fiction, rhymes, and poems. Then provide them with extensive opportunities to use and embed new words in a range of contexts like writing and talking. This will give children the opportunity to thrive and enjoy exploring the new words they are learning.

Through conversation, story-telling and role-play, children can share their ideas. With support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.



Communication and Language - Best practice and activity ideas

Young children need lots of opportunities to have conversations with adults and to hear us modelling language and introducing new words. Children learn language better when they're engaged with things that fascinate, challenge and excite them. And they need to hear and say new words often to strengthen the connections in their brains and to keep building their vocabulary.



Communication and Language

Rhyming helps children to break words down and to hear the sounds that make up words. Sharing stories and books is a great way to practice words and introduce new ones too.

https://www.bbc.co.uk/tiny-happy-people/why-do-we-sing-nursery-rhymes/zdsyf82?fbclid=IwAR3ZbleGk8tvBbTun3_2-Ap1MK4579-x-0ynow-ejwW4ThqDqgb_djIJvz4_aem_AdpDBMiD0Zwqsai77kHrJs9l_MoE_e3Vn1lynVTDmHxpuL3hiz7_WPTvjLz97PkKDZE

CL - Development Matters 3 and 4 year olds

Communication and Language

3 & 4-year-olds will be learning to:

- 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 irregular tenses and plurals, 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."

★ Observation Checkpoint

Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?

Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"

Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver."

Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?

Can the child answer simple 'why' questions?

Communication and Language

Each prime area is divided into early learning goals which are worked towards throughout F1 and F2, for Communication and Language these are:

Listening, attention and understanding - 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.

Speaking - 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.

Physical - Best practice and activity ideas

The Department of Health say to aim for at least three hours of physical activity across the day for children in the early years. But every movement counts, make the most of everyday opportunities.

Encouraging children to walk up and down stairs by themselves is good opportunity. Help children to learn to use alternate feet by making sure there are opportunities for them to climb. Obstacle courses for the children to crawl, walk and climb up and over are good for encouraging gross motor skills.

Let children feed themselves, using knife and fork as this helps to promote fine motor skills like grasping and hand-eye coordination.



Physical-Development Matters 3 and 4 year olds

Physical Development

3 & 4-year-olds will be learning to:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- 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 streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. 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, carrying large hollow blocks.

★ Observation Checkpoint

Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.

- 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.
- 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.

★ Observation Checkpoint

Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.

Physical

Each prime area is divided into early learning goals which are worked towards throughout F1 and F2, for Physical these are:

Gross Motor Skills - 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.

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, paint brushes and cutlery; Begin to show accuracy and care when drawing.

Physical

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.

Gross and fine motor experiences develop incrementally throughout early childhood. It starts with sensory explorations and the development of a child's strength, coordination and positional awareness.

Play supports building core strength, stability, balance, spatial awareness, coordination, and agility. By creating games and opportunities for both indoor and outdoor play, children gain a variety of experiences. And, they get to do this while having fun with their peers!

Gross motor skills provide the foundation for developing healthy bodies, as well as social and emotional well-being.



Physical

Fine motor control and precision help with hand-eye coordination, which is later linked to early literacy. These skills support the later development of things like scissor and pencil control and handwriting.

Repeated and varied opportunities to explore and play with small world activities help children develop more control. Activities like puzzles, arts, and crafts and the practice of using small tools alongside feedback and support from adults, allow children to develop proficiency and confidence.

Physical development is a vital part of the Prime Areas of Learning in the EYFS. It covers children's physical abilities and hand-eye coordination. Plus, it provides children with the vital skills and knowledge needed to lead a healthy lifestyle. Children are supported in building upon their ability to take on daily care routines independently. They can begin to understand the importance of a healthy diet, good health practices and keeping fit!



Physical-Jargon

Fine motor skills - when a child uses precise movements using specific body parts, such as the thumb and finger to pick objects up.

Gross motor skills - when a child uses their whole body in a movement, such as jumping or running.

Hand-eye coordination - when a child's hands and eyes are working together, for example catching a ball.

Mark making - this could be anything, from a baby or child making marks with their fingers in sand, to dipping their hands or fingers in paint, to paint a picture.

Pincer movement - when a child uses an index finger and thumb, to pick up and move objects.

Crossing the midline- when a child reaches across the middle of their body with an arm or leg to complete a task on the other side of their body.

Any Questions...

Thank you for joining us, if you have any questions please add them to the chat box or speak to your teacher in the morning.