



WHAT DOES THE EYFS LOOK LIKE AT OUR SCHOOL?

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MRS N PUTTICK



EYFS IS BROKEN DOWN INTO 7 AREAS OF LEARNING

**COMMUNICATION
AND LANGUAGE**

**PERSONAL, SOCIAL
AND EMOTIONAL
DEVELOPMENT**

**PHYSICAL
DEVELOPMENT**

**UNDERSTANDING
THE WORLD**

**EXPRESSIVE ARTS
AND DESIGN**

MATHEMATICS

LITERACY

THE EARLY LEARNING GOALS

The Early Learning Goals (ELGs) are the goals or targets children are expected to achieve at the end of their reception year. They are not the curriculum, but an end point measure of what a child should be demonstrating at the end of the Early Years Foundation Stage. There are 17 ELGs across all the areas of learning as shown below

Communication and Language 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.	Personal, Social and Emotional Development 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. 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.	Physical Development 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, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.
Understanding the World Past and Present - 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. People, Culture and Communities - 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. The Natural World - 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 Creating with Materials - 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. Being Imaginative and Expressive - 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.	Mathematics 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) and some number bonds to 10, including double facts. Numerical Patterns - 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.
		Literacy Comprehension - 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. Word Reading - 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. Writing - 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.



WHAT IS PLAY?

AND WHY IS IT SO IMPORTANT?

Play is essential for children's development and building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults in the areas of provision.

We call our play 'Busy Time' and the children know that they can access all areas of the provision, both indoors and outdoors.

-Each week, we enhance different provision areas to stimulate the children's interests, respond to needs and guide development through play and learning.

The children also access challenges during provision time. These challenges are typically play-based learning activities based on prior knowledge or skills that need developing/practise.



WHAT DO OFSTED SAY?

“Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes: their interactions with children during planned and child-initiated play and activities, communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment that adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations.”



ENABLING ENVIRONMENTS

OUR CLASSROOM



In the Early Years Classroom, the environment plays a crucial role in supporting the children's learning and development.

Both the outdoor and indoor environments are designed to encourage exploration, curiosity and independence. A language-rich environment supports children in developing their communication skills, expressing their thoughts, and understanding the world around them.

The staff plan and resource the classroom and provision to reflect the children's interests, needs and pathways to success.





COMMUNICATION AND LANGUAGE

HOW IS THIS TAUGHT?

- Story Telling and books
- Rhymes and Poetry
- Singing songs
- Challenges in provision
- Interactions with adults
- Real-World experiences
- Drawing Club
- Sharing our weekend news
- Speech and Language assessments and intervention groups
- Year 6 Buddies





PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

HOW IS THIS TAUGHT?

- Welly School Sessions
- Picture News
- Sharing our News as a Class
- Collective worship
- Christian Values
- Support from adults during busy time
- Challenges in class to build resilience and confidence
- Home Corner and Role-Play
- Caring for animals, plants and pets
- Turn Taking Games with adults
- Circle times
- Clear routines



PHYSICAL DEVELOPMENT

HOW IS THIS TAUGHT?

- PE sessions
- Welly School sessions
- Bikes and scooters
- Squiggle While You Wiggle
- Dough Disco
- Obstacle Courses
- Climbing equipment outside
- Fine Motor challenges in the provision
- Creative Area





UNDERSTANDING THE WORLD

HOW IS THIS TAUGHT?

- Welly School sessions
- Topics
- Trips to our local area
- Trips
- Exploring the World around us
- Collective Worship
- RE lessons
- Key Events and Celebrations such as Remembrance Day.
- Experiments and Real world experiences
- Investigation Station



EXPRESSIVE ARTS AND DESIGN

HOW IS THIS TAUGHT?

- Creative Area
- Access Art
- Exploring Materials
- Welly School
- Daily Singing, poems and nursery rhymes
- Charanga
- Making instruments
- Harvest and Nativity performances
- Construction Area
- Junk Modelling
- Celebration Cards



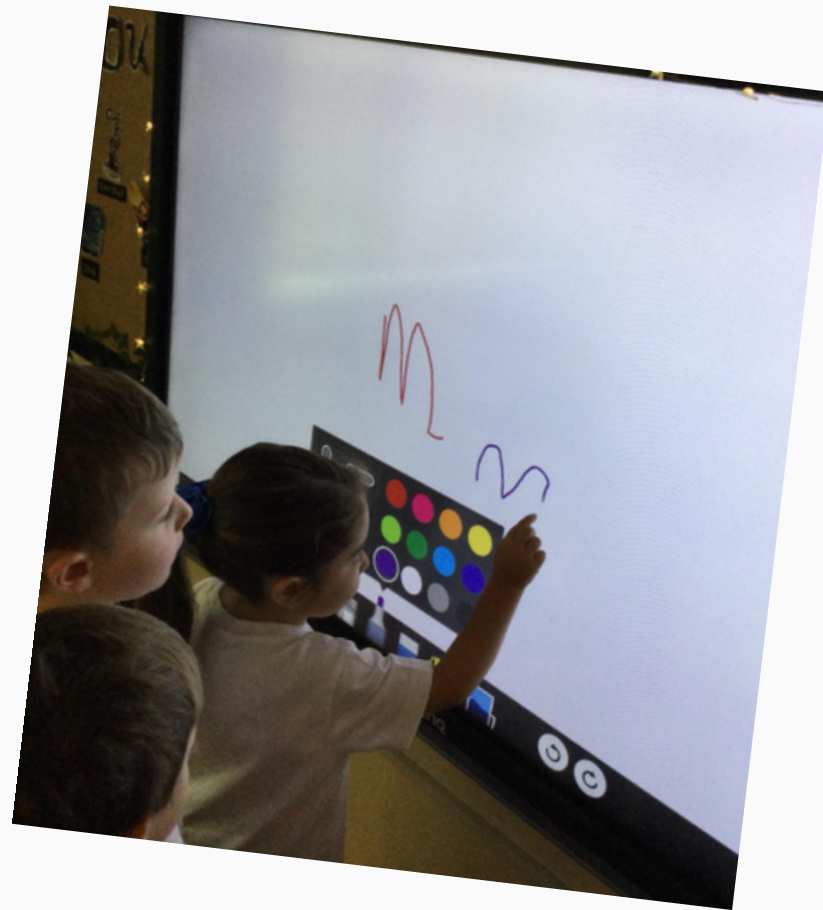


MATHEMATICS

HOW IS THIS TAUGHT?

- White Rose
- Daily counting and songs
- Numberblocks
- Numicon
- Outdoor Learning
- Welly School
- Games
- Practical exploration, measure, capacity, water etc!
- Loose Parts
- Role Play - shops, vets etc.





LITERACY

HOW IS THIS TAUGHT?

- Read Write Inc
- Narrative
- Story-telling, reading and re-enactments
- Physical Literacy
- Reading for Pleasure
- Year 6 Buddies
- Talk Partners
- Snack and Chat
- Drawing Club
- Role Play



OUR EVIDENCE

-OFSTED 'WHEN FORMING A JUDGEMENT ABOUT WHETHER AN INDIVIDUAL CHILD IS AT THE EXPECTED LEVEL OF DEVELOPMENT, TEACHERS SHOULD DRAW ON THEIR KNOWLEDGE OF THE CHILD AND THEIR OWN EXPERT PROFESSIONAL JUDGEMENT. THIS IS SUFFICIENT EVIDENCE TO ASSESS A CHILD'S INDIVIDUAL LEVEL OF DEVELOPMENT IN RELATION TO EACH OF THE ELG'S. SOURCES OF WRITTEN OR PHOTOGRAPHIC EVIDENCE ARE NOT REQUIRED, AND TEACHERS ARE NOT REQUIRED TO RECORD EVIDENCE.'



CLASS DOJO

We use Class Dojo to take pictures of the children's play and learning. We often record tasks on here that are verbal/physical to help in our planning and assessment. Also so parents can see what we are up to!



We each have a Busy book, Maths book, RWI book and Sketch book.



**THANK YOU
VERY MUCH**