

Early Years Foundation Stage (EYFS)

The EYFS curriculum is aimed at children from birth until the end of the Reception year. The EYFS underpins all future learning by supporting and fostering the children's personal, social and emotional wellbeing. It encourages positive attitudes and dispositions towards learning in the children and promotes learning through play.

The Early Years Foundation Stage is divided into seven areas of learning:

Children mostly develop the **3 prime areas** first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for the children's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.



These 7 areas are used to plan the children's learning and activities. Children in the EYFS learn by playing, exploring, being active in both indoors and outside.

Termly topic letters will be sent home which will inform parents about the class topics.

Prime Areas	
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Making relationships • Self confidence and self awareness • Managing feelings and behaviour
Physical Development	<ul style="list-style-type: none"> • Moving and Handling • Health and self care
Communication and Language	<ul style="list-style-type: none"> • Listening and attention • Understanding • Speaking
Specific Area	
Literacy	<ul style="list-style-type: none"> • Reading • Writing
Mathematics	<ul style="list-style-type: none"> • Numbers • Shape, space and measure
Understanding the World	<ul style="list-style-type: none"> • People and communities • The World • Technology
Expressive arts and design	<ul style="list-style-type: none"> • Exploring and using media and materials • Being imaginative

The 7 areas are covered through a variety of topics either chosen by the teachers or children. Much emphasis is put on cross-curricular activities so one activity is likely to cover a range of learning. We use observations of the children's learning and achievements to inform planning.