

EYFS

Early years foundation stage

BIRTH TO 5 MATTERS Guidance by the sector, for the sector

Birth to 5 Matters:
Non-statutory guidance for the Early Years Foundation Stage



From the Early Years Coalition
www.birthto5matters.org.uk

EYFS Early Learning Goals	Support in Birth to 5 Matters
CL: Listening, Attention and Understanding Speaking	CL: Listening and Attention CL: Speaking
PSED: Self-Regulation	Characteristics of Effective Learning PSED: Understanding Emotions CL: Listening and Attention
Managing Self	Characteristics of Effective Learning PSED: Understanding Emotions: Sense of Self PD: Health and Self-care
Building Relationships	PSED: Making Relationships
PD: Gross Motor Skills Fine Motor Skills	PD: Moving and Handling
L: Comprehension Word Reading Writing	CL: Understanding L: Reading L: Writing
M: Number Numerical Patterns	M: Mathematics
UW: Past and Present People, Culture and Communities The Natural World (No ELG)	UW: People and Communities UW: The World UW: Technology
EAD: Creating with Materials Being Imaginative and Expressive	EAD: Creating with Materials Being Imaginative and Expressive

A note on terminology used in Birth to 5 Matters

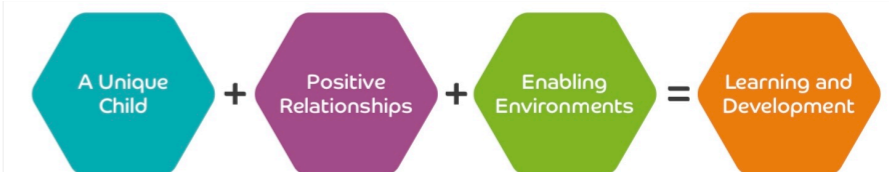
- **Children** refers to all babies, toddlers, and young children from birth to the end of the EYFS, up to 71 months.
- **Parents** refers to all carers of children in the EYFS.
- **Setting** refers to all types of provision delivering the EYFS.
- **Practitioner** refers to all early years professionals who work directly with children in EYFS settings.

Foundations of highest quality provision

Principles of the EYFS

The four principles of the EYFS underpin all the guidance in Birth to 5 Matters, which is designed to show how these principles work together for children in the EYFS.

All children develop in different ways and development is not a linear or automatic process. It depends on each unique child having opportunities to interact in positive relationships and enabling environments that encourage their engagement and recognise their strengths. All children have agency and curiosity to learn, and will interact with other people and the world around them in different ways. Understanding these different ways of knowing about the world is central to understanding who children are and how best to support their development.



Every child is a **unique child**, who is constantly learning and who can be resilient, capable, confident and self-assured.

EYFS Statutory Framework

Children learn to be strong and independent through **positive relationships**.

EYFS Statutory Framework

Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.

EYFS Statutory Framework

(Recognise the importance of **learning and development**. Children develop and learn at different rates.

EYFS Statutory Framework

Practitioners

- observe and understand each child's development and learning, assess progress, plan for and act on next steps
- support babies and children to develop a positive sense of their own identity and culture
- identify any need for additional support
- keep children safe
- value and respect all children and families equally

Positive relationships are

- warm and loving, and foster a sense of belonging
- sensitive and responsive to the child's individual needs, feelings and interests
- supportive of the child's own efforts and independence
- consistent in setting clear boundaries
- stimulating
- built on key person relationships in early years settings

Enabling Environments

- value all people
 - value development and learning
- They offer
- stimulating resources and spaces, inside and outside, relevant to all the children's cultures and communities
 - rich learning opportunities through play and playful teaching
 - support for children to take risks and explore

Learning and Development

- Practitioners teach children by ensuring challenging, playful opportunities across the Prime and Specific areas of development and learning.
- They foster the characteristics of effective early learning
- Playing and exploring
 - Active learning
 - Thinking creatively and critically



Development Matters

Non-statutory curriculum guidance for the early years foundation stage

First published September 2020
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EYFS

“The first five years of childhood are more pivotal for development and future health and happiness, than any other single moment in our lifetime. An enriching environment and experiences throughout these years provide the essential foundations for children to become healthy, happy and productive adults”

(Introduction from State of the Nation: understanding public attitudes to the early years November

The early years at Kender is a special time, each child is encouraged to grow and develop at their own pace.

- Our environments are calming, homely and child centred.
- Our curriculum is skills focused to ensure each individual can flourish
- Our staff are experts in EYFS
- Children have continuous access to outside provision and weekly forest school sessions
- Nursery children develop the prime areas; communication and language, personal, social and emotional development, physical development.
- Reception children develop prime areas as well as developing children’s knowledge, skill and understanding in, literacy, mathematics, understanding the world and creative development

EYFS

Curriculum

We use a combination of Birth to 5 and Development Matters - these curriculums offer guidance on appropriate expectations according to age (dev matters) and ranges (birth to five). Both these curriculums use characteristics of learning (playing and exploring, active learning, thinking creatively and critically) as a fundamental part of a child's development and learning journey.

Primarily the curriculum is child centred and skills focused, practitioners use their observations, professional judgement and knowledge of the children to plan appropriate provision that helps children progress.

Children learn best when engaged in tasks that are based on their own interests and we offer an environment where children are free to access resources that allow them to learn through play and exploration.

Core Values

Readiness Resilience Respect

Responsibility

Collaboration

Independence

Aspiration

Kindness

Confidence

Courage

Honesty

Compassion

Vision

At Kender we promote positive attitudes towards each other through the Kender Values. We provide a curriculum that is rich and diverse, all our curriculum areas are underpinned by our curriculum aims which are:

- To develop and build upon knowledge and skills year upon year.
- To raise aspiration so that children can reach their full potential.
- To develop self confidence, self belief and self control.
- To ensure that children are able to develop their own identity and are provided with role models who can help them to do this.
- To provide a wealth of experiences both academic and practical so that children can develop life skills.
- To engage with the local community and make links with the local area to enrich then children's learning and experience.
- To embed the Kender Values throughout the curriculum as they encompass all that we are trying to achieve.

**Kender Curriculum 2023-2024
Whole School Planning Overview**

TERM	AUTUMN Carol Concert		SPRING Health Week		SUMMER Exhibition	
VALUES:	READINESS Responsibility, Collaboration, Independence		RESPECT Aspiration, Kindness, Confidence		RESILIENCE Courage, Honesty, Compassion	
Whole School Themes/events	First two weeks Belonging International peace day 21st Sept Tom Kipper 15th Sept Black History month 1st-31st Oct World Mental health day 10th Oct Anti slavery day 18th. Oct	Remembrance Day 11th November Carol Concert Anti bullying week 15th-19th Sept Diwali 12th Nov Hunnukkah 28th-6th Nov Human rights day 10th Dec Christmas 25th Dec	Holocaust Memorial Day 27th Jan Chinese New Year 10th February Children's mental health week 5th-11th Feb Safer internet day 8th Feb International book giving day 14th Feb Comic relief - March	Health week Pancake Day World book day 4th March International women's day 8th March Mother's Day World Autism awareness day 2nd April Vaisakhi 13th April International Mother Earth day 22nd April	Passover 27th-4th May Local community history month 1st -31st May World fair trade day 9th May National children's day 16th May Mental Health awareness week 10th-16th Eid-UI-Fitr World hunger day 28th May National picnic week/month June Father day	International eve Eid
Find more planning support and information in Teams - planning - subjects - go to individual subjects for planning guides						
	Maths Planning - White Rose Login: sbm@kender.lewisham.sch.uk PW:Kender1!! English Planning - CLPE - UN: KenderSE14 PW: 1234 Talk for Writing - Pie Corbett - Science - Outstanding Science - On Teams Computing - Natterhub, Swift, Code spark - see LTP			History Planning - Historical associations HA Login: anna.jeffery@kender.Lewisham.sch.uk PW: K3nd3rSE14 Geography planning - Royal geography associations RGA Login: anna.jeffery@kender.Lewisham.sch.uk PW: K3nd3rSE14 DT, Music - Kapow - Login: anna.jeffery@kender.Lewisham.sch.uk PW: K3nd3rSE14 RE: Lewisham Syllabis PSHE - You, Me and PSHE on Teams		

Nursery						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSE	Settling in nursery		Building relationships with peers and adults		Learning how to communicate emotions and feelings.	
CL Listening, talking, communicating. Little Wandle, Early phonics	Speaking and listening		Developing language skills Developing sound awareness		Early phonics activities	
PD	Self care		Developing independence		I can do it - I am independent!	
LIT mark making, Writing, Sharing stories, reading.	I love books - developing a love for books and reading. Reading a range of books to children		I have a favourite book - beginning to pick up books to read with an adult or look at picture and pretend to read		I can tell a story - starting to use knowledge of stories and retell own stories	
MATHS NCETM	Subtilising up to 3, Cardinality up to 5, 1:1 correspondence to at least 5, representing amounts, positional language, exploring shape.		Sequence events in a story, composition of numbers 2,3,4,5, simple shape patterns, begin to recognise numbers 1-10, marl making, using numbers in play.		Problem solving in play, creating and recognising pattern, finding longer and shorter, recognising shape. Secure with numbers 1-10.	
UW	Me and my family Learning about myself and my family		Growing Learning about the environment and plants, seasons		Water Water everywhere, sea, river, lake, stream, tap.	
CD	Exploring - PAINT! Developing play ideas - role play Developing an interest in music and dance		Exploring and developing ideas - PAINT and other media, trying out ideas Using props and developing vocabulary in role play. Joining in with dancing and singing		Exploring, developing ideas and expressing myself. Developing confidence to dance, sing, play, experiment with different media and materials, expanding my imagination	

Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSE	Settling into reception routine Building relationships with peers and adults Learning how to communicate emotions and feelings.		Me and my friends - feelings and emotions		Understanding others - compassion and empathy	
CL	Speaking and listening Following rules		Building confidence in speaking and communicating		Confident speakers and negotiators	
PD	Developing control		Learning new skills - developing confidence		Mastering skills - gross motor and fine motor	
LIT Talk for writing CLPE	Stories from a range of contexts Phonics and reading		Retelling stories Rewriting stories Writing my own stories		Confident story tellers Writing for a purpose	
MATHS WhiteRose	Match, sort and compare Talk about measure and patterns	It's me 123 Circles and triangles 12345 Shapes and 4 sides	Alive in 6 Mass and capacity Growing 6,7,8	Length, height and time Building 9 and 10 Explore 3-D Shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections
UW	My Family		My environment		Habitats	
CD	Music, dance, drama, drawing, playing, painting and making Expressing myself in many ways		Self expression - how do I choose to express myself. Junk modelling, painting, drawing.		Different media and materials - I know how and what to use to support my imaginative play and learning.	