



The Mosley Academy
Early Years Foundation Stage (EYFS)
Information for Parents Spring 2013



Prime areas of learning

Communication and language development involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.

ELG 01 Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Explanatory note: The child listens actively while engaged in a variety of activities from which he or she is able to recall significant details. This includes stories and rhymes. When listening to suggestions or explanations, the child responds appropriately through actions or comments, predicting what might happen or by asking relevant questions. The child remains focused on an activity, can sustain a conversation with someone as they play and perseveres despite distractions showing consistently high levels of involvement.

ELG 02 Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Explanatory note: The child is able to understand and respond to a series of simple steps in order to complete familiar or unfamiliar activity. The child is able to answer questions about their own activities or experiences and is able to demonstrate understanding by answering questions including 'how' and 'why' about stories and events.

ELG 03 Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Explanatory note: The child uses speech to recreate, rehearse and reflect on his or her experiences and to clarify ideas and feelings. The child is keen to develop their vocabulary and may demonstrate their understanding of newly learned words by using them in context. The child speaks clearly and with confidence in both familiar and less familiar groups. They demonstrate an awareness of the listener, for example by adding detail to explanations or asking questions in order to find out more information.

Prime areas of learning

Physical development involves providing opportunities for young children to be active and interactive, and to develop their coordination, control, and movement. Children

must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

ELG 04 Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Explanatory note: The child demonstrates coordination and control in both fine and gross motor activities. A range of equipment and tools are manipulated appropriately and confidently. The child shows an awareness of space, adjusting speed and direction purposefully and negotiating small and large spaces successfully and safely. The child competently produces marks with a range of mark making tools.

ELG 05 Health and self-care: Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

Explanatory note: The child shows some knowledge and understanding of the factors that contribute to keeping healthy, such as physical exercise and a balanced diet. They are able to express themselves about things they could do to keep themselves healthy and safe. The child shows personal independence by demonstrating healthy practices in their everyday life.

Prime areas of learning

Personal, social and emotional development involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

ELG 06 Self-confidence and self-awareness: Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Explanatory note: The child makes choices within their environment and expresses their preferences. The child tries new things, explores resources and tools, and shares their experiences with others including adults, peers or within a group. The child plays independently expressing their ideas and innovations and asks for support when needed.

ELG 07 Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Explanatory note: The child responds appropriately to experiences, communicating his or her needs, views and feelings. The child is aware of the consequences of words and actions and adapts his or her behaviour accordingly. When playing as part of a group, the child takes turns and shares.

The child knows the expectations and routines of the setting, applies strategies to respond to changes of routine and offers explanations as to why these are necessary. The child is usually able to adjust his or her behaviour to reflect this understanding.

ELG 08 Making relationships: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Explanatory note: The child plays co-operatively in a group, sharing and taking turns. When playing together with others, the child usually responds in a friendly and kind way, listening to other children's ideas and points of view. The child interacts positively with other children and adults.

Specific areas of learning

Literacy development involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wider range of reading materials – books, poems, and other written materials, to ignite their interest.

ELG 09 Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.

Explanatory note: The child uses cues such as pictures, letter/word recognition, knowledge of the story or context and reading for meaning, in order to help them comprehend a range of fiction and non-fiction texts. The child blends and segments words independently and applies their phonic knowledge to regular and irregular unfamiliar words. The child shares his or her feelings and ideas about what they have read with others.

ELG 10 Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Explanatory note: The child writes for a range of purposes in meaningful contexts. The child's writing may include features of different forms such as stories, lists, labels, captions, recipes, instructions and letters. The child's writing is phonetically plausible when he or she writes simple regular words and particularly when he or she attempts to write more complex words. The child and others can read and make sense of the text.

Specific areas of learning

Mathematics development involves providing children with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures.

ELG 11 Numbers: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Explanatory note: Within play and other practical situations, the child counts and orders numbers from 1-20 and finds one more or one fewer than a given number. Using every day and play objects, the child applies a range of strategies to add and subtract quantities involving two single-digit numbers such as counting on to add and counting back to subtract. In a range of practical and play contexts the child explores and solves problems involving doubling, halving and sharing, utilising his or her own methods.

ELG 12 Shape, space and measures: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Explanatory note: The child uses everyday language to share their thinking about size, weight, capacity, position, distance, time and money. The child demonstrates that they understand that one quantity is different to another even if they do not know the correct comparative term. The child is able to recognise and describe patterns and notices them in the environment. The child makes patterns using a range of media and resources. The child notices and describes everyday objects and shapes using appropriate mathematical language.

Specific areas of learning

Understanding of the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

ELG 13 People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Explanatory note: The child communicates about events involving them and family members, now and in the past. They listen, comment and show sensitivity towards other children's experiences, communities and traditions which may be the same or different to their own. This maybe demonstrated through their behaviour, actions or communications.

ELG 14 The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Explanatory note: The child has a curiosity and interest about the immediate environment around them and recognises when things have similar or different features. Whilst exploring through play and real experiences, the child shows their learning and understanding of living things, materials and objects. The child investigates, notices changes and interacts with elements of their natural and manufactured environment. He or she communicates about what is happening and why.

ELG 15 Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Explanatory note: Through discussion, play and practical application the child demonstrates that he or she knows about technology and its use in his or her life and local environment. The child chooses the technological opportunities around him or herself as a tool to enhance and extend his or her learning.

Specific areas of learning

Expressive arts and design involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

ELG 16 Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Explanatory note: For the purpose of assessing this ELG: • processes are more important than the finished product which need not necessarily occur; • music is any generation of sound with intent to represent an idea or feeling; and • dance is any form of movement by which children express themselves, emotions or responses. The child may recall and sing songs independently as he or she engages with other activities. The child creates and explores music and dance in their own way; they experiment and change sounds and movements in their play. The child uses a variety of materials, tools and techniques safely through an exploration of colour, design, texture, form and function.

ELG 17 Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Explanatory note: For the purpose of assessing this ELG: • processes are more important than the finished product which need not necessarily occur; • music is any generation of sound with intent to represent an idea or feeling; and • dance is any

form of movement by which children express themselves, emotions or responses. The child explores and experiments in a variety of imaginative ways in response to a range of creative stimuli. The child may use their prior knowledge and experience to express their ideas in original ways, making informed choices.

CSR Dec.2012