

The Revised EYFS

Statutory from September 2012



New EYFS Learning and Development Requirements

- Refocus on interactions with children
- Strengthens characteristics of learning – how children learn not just the what
- Early Learning Goals reduced to 17
- EYFS Profile becomes a best fit model
- 2 year old progress check for parents
- Highlighting partnership with parents

Four themes- remain

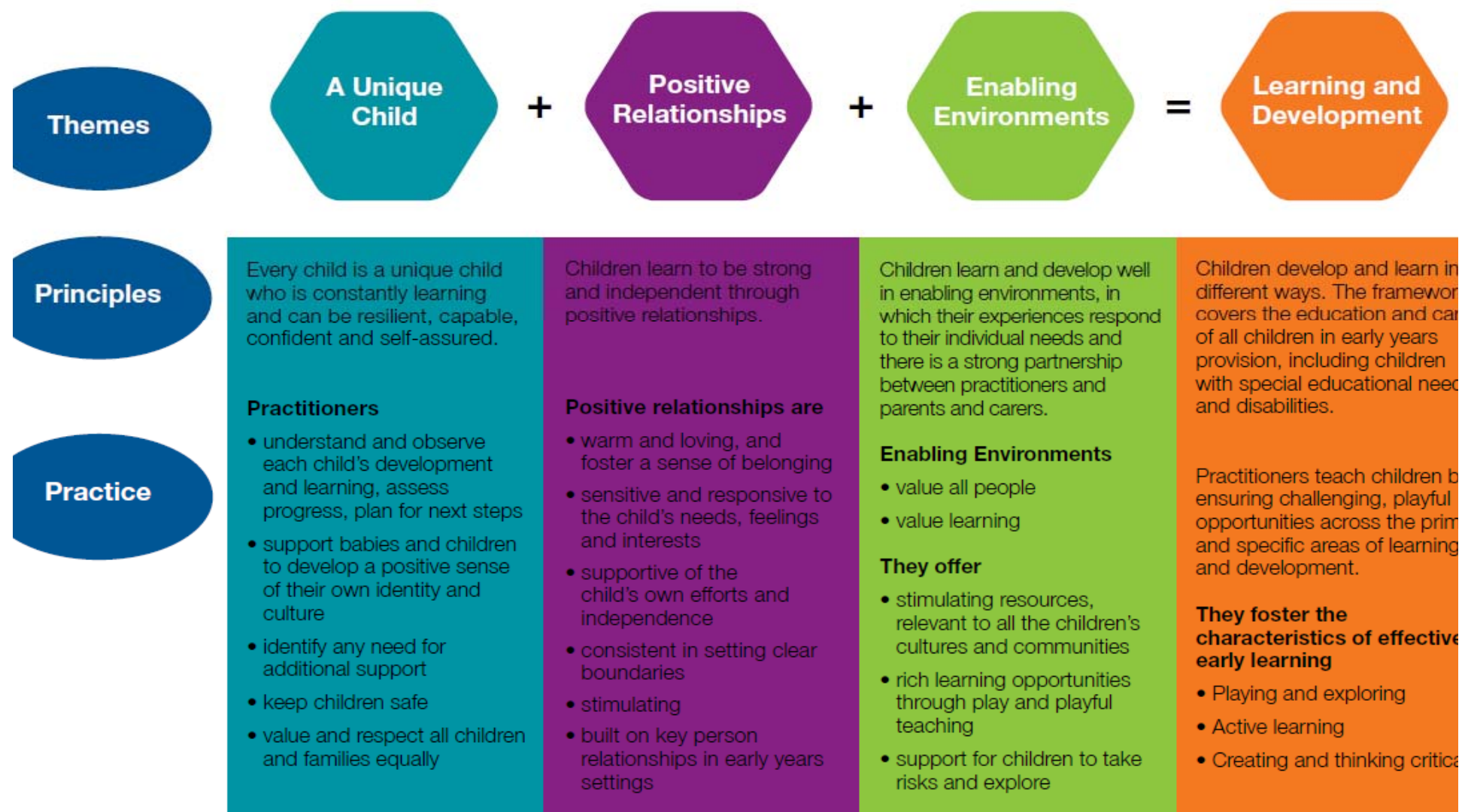
- A Unique Child
- Positive Relationships
- Enabling Environments which all equal.....
- Learning and Development

The commitments remain and are interwoven into the new EYFS.

The Early Years Foundation Stage: Themes and Commitments			
A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child Development Babies and children develop in individual ways and at varying rates. Every area of development – physical, cognitive, linguistic, spiritual, social and emotional – is equally important.	2.1 Respecting Each Other Every interaction is based on caring, professional relationships and respectful acknowledgement of the feelings of children and their families.	3.1 Observation, Assessment and Planning Babies and young children are individuals first, each with a unique profile of abilities. Schedules and routines should flow with the child's needs. All planning starts with observing children in order to understand and consider their current interests, development and learning.	4.1 Play and Exploration Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.
1.2 Inclusive Practice The diversity of individuals and communities is valued and respected. No child or family is discriminated against.	2.2 Parents as Partners Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning.	3.2 Supporting Every Child The environment supports every child's learning through planned experiences and activities that are challenging but achievable.	4.2 Active Learning Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.
1.3 Keeping Safe Young children are vulnerable. They develop resilience when their physical and psychological well-being is protected by adults.	2.3 Supporting Learning Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources.	3.3 The Learning Environment A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.	4.3 Creativity and Critical Thinking When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.
1.4 Health and Well-being Children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being and is supported by attention to these aspects.	2.4 Key Person A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents.	3.4 The Wider Context Working in partnership with other settings, other professionals and with individuals and groups in the community supports children's development and progress towards the outcomes of <i>Every Child Matters</i> : being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being.	4.4 Areas of Learning and Development The Early Years Foundation Stage (EYFS) is made up of six areas of Learning and Development. All areas of Learning and Development are connected to one another and are equally important. All areas of Learning and Development are underpinned by the Principles of the EYFS.
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Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.

The four themes of the EYFS underpin all the guidance. This document - Development Matters - shows how these themes, and the principles that inform them, work together for children in the EYFS.



Seven areas of learning

- Communication and language
- Physical development
- Personal, social and emotional development.
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Characteristics of effective early learning

**Playing
and
exploring**



**Active
Learning**

**Creating
and
thinking
critically**

Early Learning Goals

- There are 69 goals after September 2012 there will be 17 goals.

Changes to the welfare requirements , now the safeguarding and welfare requirements to emphasise the importance of safeguarding


- Child protection training
- Safeguarding policies to include the use of mobile phones and cameras
- Staff supervision, training, Key person requirement remains and is strengthened.
- Risk assessments

Responsibility


- High quality – “Qualifications are key to high quality early years education”
- Ensuring that all children making the progress to which they are entitled to make
- Engaging all parents
- Keeping up to date and informed especially on child development
- To make that difference - to impact on the outcomes for children and families

What needs to happen before September 2012?

- Plan to review present policies and make adjustments.
- Change paperwork.
- Review training needs.
- Provide information to parents-
See Revised EYFS Parents Guide on
www.foundationyears.org.uk
- Nutbrown review into Early Years Qualifications
published 19th June 2012

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From pregnancy to children age 5



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