



**Early Years Foundation Stage Areas of Learning and Development – Prime Areas**

Characteristics of Effective Learning		Personal, Social and Emotional Development
<p><b>Playing and Exploring</b></p> <p>engagement</p>	<p><b>Finding out and exploring:</b></p> <ul style="list-style-type: none"> <li>•Showing curiosity about objects, events and people</li> <li>•Using senses to explore the world around them</li> <li>•Engaging in open-ended activity</li> <li>•Showing particular interests</li> </ul>	<p><b><u>Making relationships</u></b></p> <ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b><u>Managing feelings and behaviour</u></b></p> <ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help.</li> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> </ul> <p><b><u>Self Confidence and Self Awareness</u></b></p> <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others’ feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately</li> </ul>
	<p><b>Playing with what they know:</b></p> <ul style="list-style-type: none"> <li>•Pretending objects are things from their experience</li> <li>•Representing their experiences in play</li> <li>•Taking on a role in their play</li> <li>•Acting out experiences with other people</li> </ul>	
	<p><b>Being willing to ‘have a go’:</b></p> <ul style="list-style-type: none"> <li>• Initiating activities</li> <li>•Showing a ‘can do’ attitude</li> <li>•Taking a risk, engaging in new experiences, learning by trial and error.</li> <li>•Seeking challenge</li> </ul>	
<p><b>Active Learning</b></p> <p>motivation</p>	<p><b>Being involved and concentrating:</b></p> <ul style="list-style-type: none"> <li>•Maintaining focus on their activity for a period of time</li> <li>•Showing high levels of energy, fascination</li> <li>•Not easily distracted</li> <li>•Paying attention to details</li> </ul>	
	<p><b>Keeping on trying:</b></p> <ul style="list-style-type: none"> <li>•Persisting with activity when challenges occur</li> <li>•Showing a belief that more effort or a different approach will pay off</li> <li>•Bouncing back after difficulties</li> </ul>	
	<p><b>Enjoying achieving what they set out to do:</b></p> <ul style="list-style-type: none"> <li>•Showing satisfaction in meeting their own goals</li> <li>•Being proud of how they accomplished something – not just the end result</li> <li>•Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul>	
<p><b>Creating And Thinking Critically</b></p> <p>thinking</p>	<p><b>Having their own ideas:</b></p> <ul style="list-style-type: none"> <li>•Thinking of ideas</li> <li>•Finding ways to solve problems</li> <li>•Finding new ways to do things</li> </ul>	
	<p><b>Making links:</b></p> <ul style="list-style-type: none"> <li>•Making links and noticing patterns in their experience</li> <li>•Making predictions</li> <li>•Testing their ideas</li> <li>•Developing ideas of grouping, sequences, cause and effect</li> </ul>	
	<p><b>Choosing ways to do things:</b></p> <ul style="list-style-type: none"> <li>•Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>•Checking how well their activities are going</li> <li>•Changing strategy as needed</li> <li>•Reviewing how well the approach worked</li> </ul>	



- met, and understands wishes may not always be met.
  - Can usually adapt behaviour to different events, social situations and changes in routine.
  - Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
  - Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

**Communication and Language**

**Physical Development**

**Listening and Attention**

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention – still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).
- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.

**Understanding**

- Beginning to understand ‘why’ and ‘how’ questions.
- Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

**Speaking**

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.

**Moving and Handling**

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

**Health and Self Care**

- Eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good



- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

- health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

**Early Years Foundation Stage Areas of Learning and Development – Specific Areas**

**Literacy**

**Mathematics**

**Reading**

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

**Writing**

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

**Number**

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.



- Writes own name and other things such as labels/captions.
- Attempts to write short sentences in meaningful contexts.

*'Letters & Sounds' phonics scheme*

*'Jolly Phonics' songs*

**Shape, Space and Measure**

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

*'White Rose Maths'*



**Understanding the World**

**Expressive Arts and Design**

**People and Communities**

- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- Enjoys joining in with family customs and routines.

**The World**

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.
- Looks closely at similarities, differences, patterns and change.

**Technology**

- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Knows that information can be retrieved from computers.
- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

**Exploring and using media and materials**

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

**Being Imaginative**

- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.