

Curriculum
Webinar
Revised EYFS

Statutory framework for the early years foundation stage

Setting the standards for learning,
development and care for children from
birth to five

Published: 31 March 2021

Effective: 1 September 2021

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Documents

Development Matters

Non-statutory curriculum guidance for
the early years foundation stage

September 2020

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



Overarching principles

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- 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. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

The Curriculum: what we want children to learn

The curriculum is a top level plan of everything the early years setting wants the children to learn.

Planning to help every child to develop their language is vital.

The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.

Young children's learning is often driven by their interests. Plans need to be flexible.

Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.

Depth in early learning is much more important than covering lots of things in a superficial way.

The curriculum is a top-level plan of everything the early years setting wants the children to learn.

community around your setting,

what's in the local area,

local environment,

prior knowledge of your children and families,

discussions with parents,

discussions with other staff



EYFS
Statutory
Framework
2021

The **areas of learning and development** which must shape activities and experiences (**educational programmes**) for children in all early years settings.





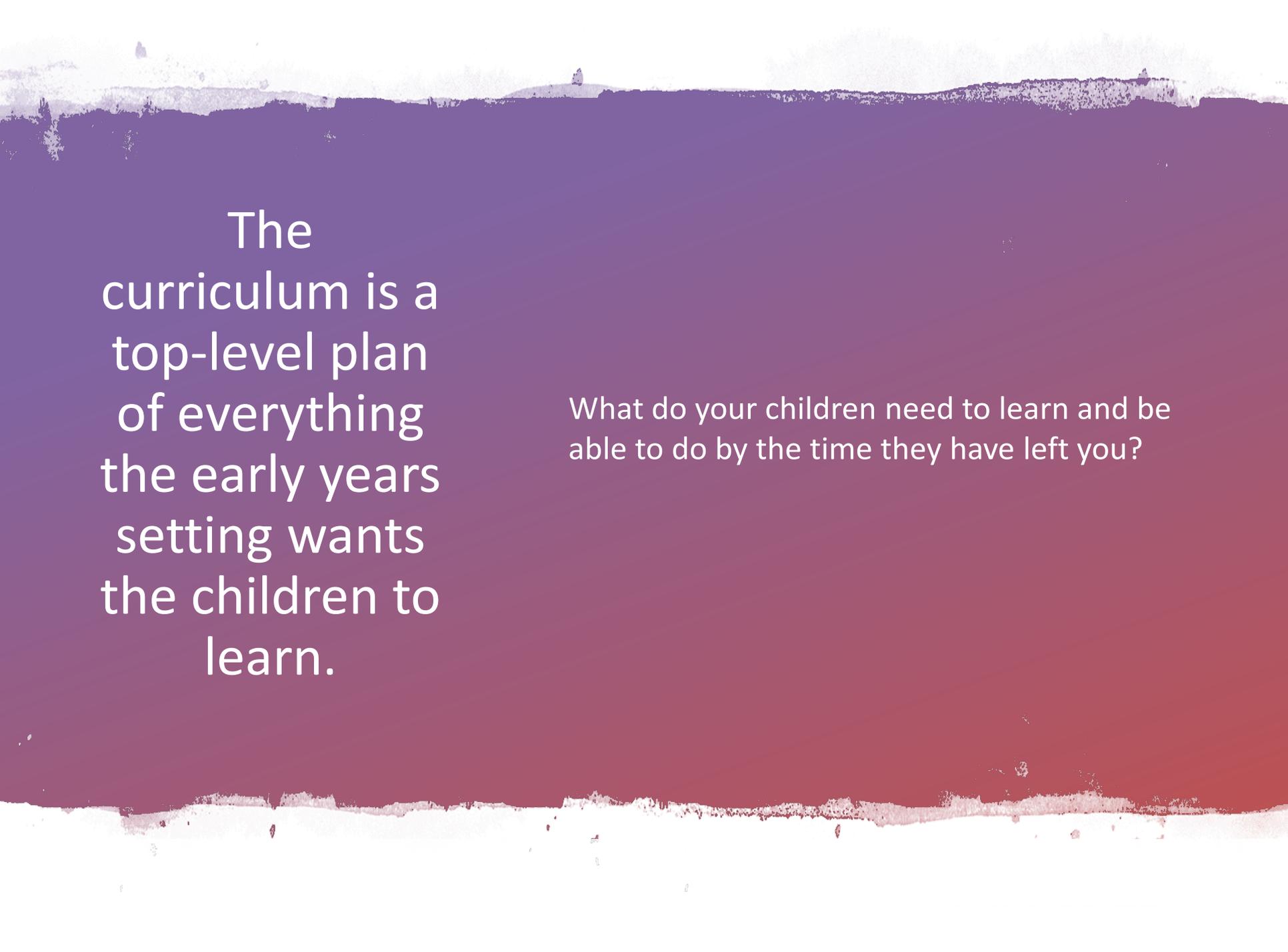
EYFS Areas of learning and development

Prime areas:

- communication and language
- physical development
- personal, social and emotional development

Specific Areas

- literacy
- mathematics
- understanding the world
- expressive arts and design

The background of the slide is a photograph of a sunset. The sky is a mix of orange, yellow, and light blue, with a few wispy clouds. In the foreground, there is a dark green field with a white fence line. A line of trees is visible in the distance under the bright sky.

The curriculum is a top-level plan of everything the early years setting wants the children to learn.

What do your children need to learn and be able to do by the time they have left you?

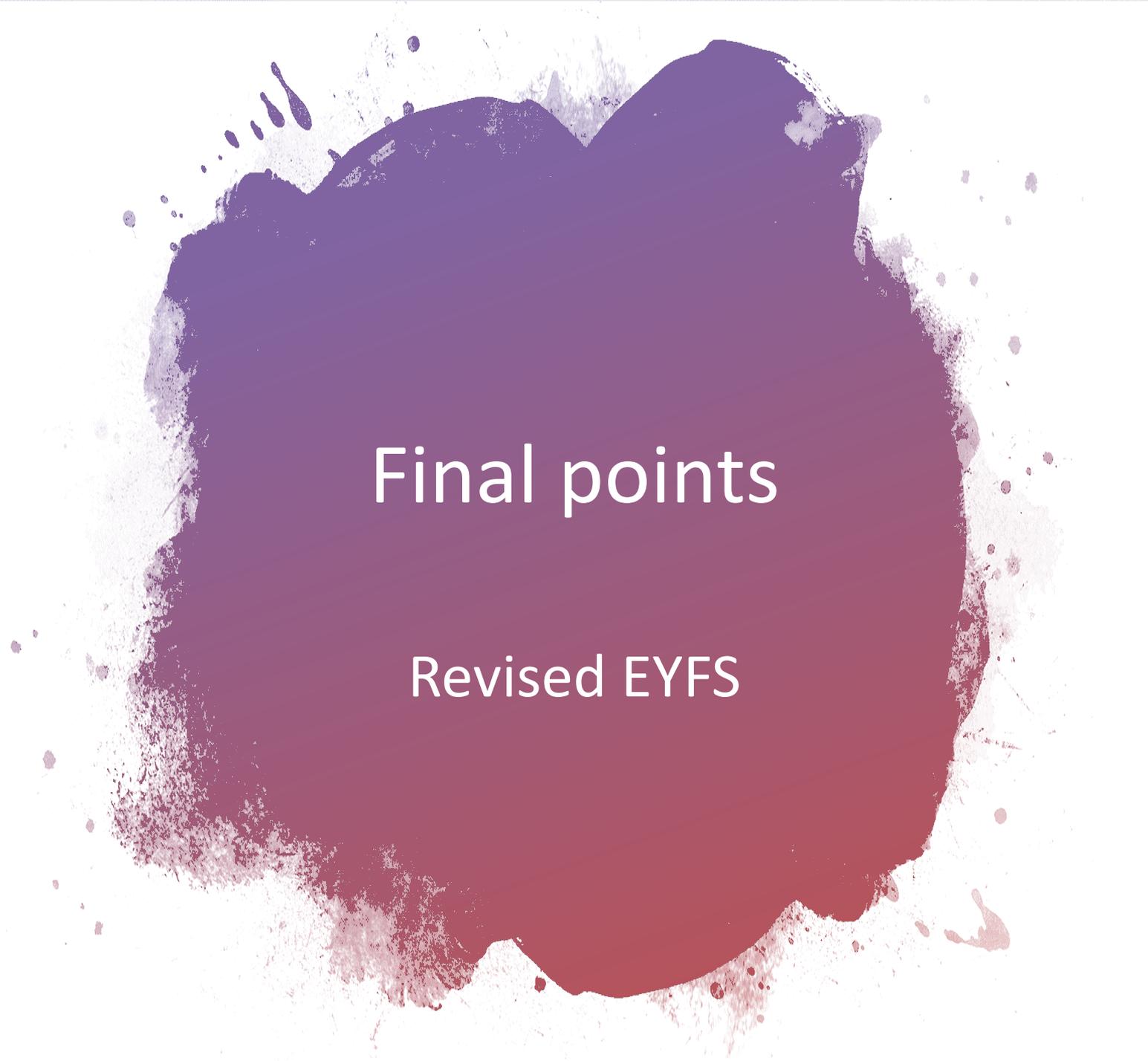
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Planning to help every child to develop their language is vital.

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- What strategies and approaches do you use to develop children's language?
 - How is language development weaved through your curriculum plan?
 - How you identify key vocabulary you want your children to learn?
 - Are all your staff competent in developing children's language skills?
 - How do you plan time for two-way conversation (adult/child child/child)?
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Final points

Revised EYFS