

## ► Introduction

The new EYFS reforms became statutory in September 2020.

The learning and development requirements of the EYFS remain unchanged, these include:

- areas of learning and development to shape activities and experiences for children;
- early learning goals, which children must work towards achieving by the end of the academic year in which they turn five;
- assessment arrangements for measuring progress and reporting to parents and carers.

## ► Early Learning Goals - Notable Changes

There are several changes to the content of the early learning goals (ELG), notably:

- Three **Communication and Language** ELGs have become two. **Listening and Attention** and **Understanding** ELGs have merged to become **Listening, Attention and Understanding**.
- The ELGs under the **Personal, Social and Emotional Development (PSED)** area of learning have been reorganised under the headings: **Self-Regulation, Managing Self** and **Building Relationships**. These ELGs were formerly **Managing Feelings and Behaviour, Self-confidence and Self-awareness** and **Making Relationships**.
- Under the **Physical Development** area of learning, the ELGs have become **Gross Motor Skills** and **Fine Motor Skills**. What was called the **Health and Self-Care** ELG has been absorbed within the PSED **Managing Self** ELG.
- The **Mathematics** ELGs are now **Number** and **Numerical Patterns**. There is no longer a **Shape, Space and Measure** ELG.
- There is no longer an ELG for **Technology**, with **Understanding the World** now focussing children's understanding of **Past and Present, People, Cultures and Communities** and **The Natural World**.

## ► Early Learning Goals - Communication and Language

### Listening, Attention and Understanding

#### Old (2017) ELG

##### 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

##### 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

#### New (2021) ELG

*Children at the expected level of development will:*

- listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- make comments about what they have heard and ask questions to clarify their understanding;
- hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

## ► Early Learning Goals - Communication and Language Speaking

### Old (2017) ELG

#### 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

### New (2021) ELG

#### Speaking

*Children at the expected level of development will:*

- participate in small-group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## ► Early Learning Goals – PSED

### Self-Regulation

#### Old (2017) ELG

##### 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 the rules
- They adjust their behaviour to different situations, and take changes of routine in their stride

#### New (2021) ELG

##### Self-Regulation

*Children at the expected level of development will:*

- show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.



## ► Early Learning Goals - PSED

### Managing Self

#### Old (2017) ELG

##### (PSED) Self-Confidence and Self-Awareness

- Children are confident to try new activities, and 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

##### (PD) Health and Self-Care

- Children know the importance of good health, physical exercise and a healthy diet; they 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

#### New (2021) ELG

##### Managing Self

*Children at the expected level of development will:*

- be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- explain the reasons for rules, know right from wrong and try to behave accordingly;
- manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

## ► Early Learning Goals - PSED

### Building Relationships

#### Old (2017) ELG

##### Making Relationships

- Children play cooperatively, taking turns with others
- They take account of the ideas of others regarding how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children

#### New (2021) ELG

##### Building Relationships

*Children at the expected level of development will:*

- work and play cooperatively and take turns with others;
- form positive attachments to adults and friendships with peers;
- show sensitivity to their own needs and those of others.

## ► Early Learning Goals - Physical Development

### Gross Motor Skills

#### Old (2017) ELG

##### Moving and Handling:

- Children show good control and coordination in large movements
- They move confidently in a range of ways, safely negotiating space

#### New (2021) ELG

##### Gross Motor Skills

*Children at the expected level of development will:*

- negotiate space and obstacles safely, with consideration for themselves and others;
- demonstrate strength, balance and coordination when playing;
- move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



## ► Early Learning Goals - Physical Development

### Fine Motor Skills

#### Old (2017) ELG

##### Moving and Handling:

- Children show good control and coordination in small movements
- They handle equipment and tools effectively, including pencils for writing

#### New (2021) ELG

##### Fine Motor Skills

*Children at the expected level of development will:*

- hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- use a range of small tools, including scissors, paint brushes and cutlery;
- begin to show accuracy and care when drawing.

## ► Early Learning Goals - Literacy Comprehension

### Old (2017) ELG

#### Reading:

- They demonstrate understanding, when talking with others, about what they have read

### New (2021) ELG

#### Comprehension

*Children at the expected level of development will:*

- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- anticipate – where appropriate – key events in stories;
- use and understand recently introduced vocabulary during role-play and in discussions about stories, non-fiction, rhymes and poems.

## ► Early Learning Goals - Literacy

### Word Reading

#### Old (2017) ELG

##### 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

#### New (2021) ELG

##### Word Reading

*Children at the expected level of development will:*

- say a sound for each letter in the alphabet and at least 10 digraphs;
- read words consistent with their phonic knowledge by sound-blending;
- read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## ► Early Learning Goals - Literacy

### Writing

#### Old (2017) ELG

##### 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 simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible

#### New (2021) ELG

##### Writing

*Children at the expected level of development will:*

- write recognisable letters, most of which are correctly formed;
- spell words by identifying sounds in them and representing the sounds with a letter or letters;
- write simple phrases and sentences that can be read by others.

## ► Early Learning Goals - Mathematics

### Number

#### Old (2017) ELG

#### Numbers

- Children count reliably with numbers from 1 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

#### New (2021) ELG

#### Number

*Children at the expected level of development will:*

- have a deep understanding of numbers to 10, including the composition of each number;
- subitise (recognise quantities without counting) up to 5;
- automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.



## ► Early Learning Goals - Mathematics

### Numerical Patterns

#### Old (2017) ELG

##### Numbers

- Children count reliably with numbers from 1 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

#### New (2021) ELG

##### Numerical Patterns

*Children at the expected level of development will:*

- verbally count beyond 20, recognising the pattern of the counting system;
- compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## ► Early Learning Goals - Understanding the World Past and Present

### Old (2017) ELG

#### People and Communities

- Children talk about past and present events in their own lives and in the lives of family members

### New (2021) ELG

#### Past and Present

Children at the expected level of development will:

- talk about the lives of the people around them and their roles in society;
- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- understand the past through settings, characters and events encountered in books read in class and storytelling.

## ► Early Learning Goals - Understanding the World

### People, Culture and Communities

#### Old (2017) ELG

##### People and Communities

- 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

##### The World:

- Children know about similarities and differences in relation to places

#### New (2021) ELG

##### People, Culture and Communities

*Children at the expected level of development will:*

- describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

## ► Early Learning Goals - Understanding the World

### The Natural World

#### Old (2017) ELG

##### 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 another
- They make observations of animals and plants and explain why some things occur, and talk about changes

#### New (2021) ELG

##### The Natural World

*Children at the expected level of development will:*

- explore the natural world around them, making observations and drawing pictures of animals and plants;
- know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## ► Early Learning Goals - Expressive Arts and Design

### Creating with Materials

#### Old (2017) ELG

#### 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

#### New (2021) ELG

#### Creating with Materials

*Children at the expected level of development will:*

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- share their creations, explaining the process they have used;
- make use of props and materials when role playing characters in narratives and stories.



## ► Early Learning Goals - Expressive Arts and Design

### Being Imaginative and Expressive

#### Old (2017) ELG

##### 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

#### New (2021) ELG

##### Being Imaginative and Expressive

*Children at the expected level of development will:*

- invent, adapt and recount narratives and stories with peers and their teacher;
- sing a range of well-known nursery rhymes and songs;
- perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

## ► Learning and Development Considerations

### Adult-Led and Child-Initiated

The new framework instructs practitioners to decide what they want children to learn and **choose the most effective method to teach it**. It states that children's interests must be stimulated and their needs responded to through positive interactions and secure routines. There is no longer any reference to child-led and adult-led activities or the balance between them. Similarly, the guidance for teachers of children in reception is that there should be a **greater focus on teaching the knowledge and skills of the specific areas of learning**, rather than a shift to more adult-led activities as was previously stated.

### Learning Through Play

The new framework does not specify that areas of learning and development be delivered through purposeful play, as the old one did. Instead, the guidance states that the framework does not prescribe a particular teaching approach.

### Prime and Specific Areas of Learning

- The new guidance suggests that practitioners ensure a strong foundation in the prime areas of learning and that specific areas are used to provide a broad and balanced curriculum and to practice development in prime areas, particularly language and vocabulary.

## ► Assessment

There are a few changes to assessment arrangements within the EYFS framework. Most notably:

### Paperwork

There is specific guidance that practitioners assessing pupils' progress should rely on their own professional judgement and should not be required to prove their judgements with physical evidence. Previously, this section referred to paperwork being limited to what is necessary. This is a **clear and significant change** in the expectation regarding paper work.

### EYFS Profile (EYFSP)

The framework no longer refers to making use of collections of observations or relevant records to inform the judgements made in the EYFSP. It now refers to using **knowledge and professional judgements** of a child to inform discussions with parents, careers and other adults.

### Year 1

The short commentary on a pupils skills and abilities in relation to the characteristics of effective learning that should be passed to year 1 teachers, has now become an **optional choice**, rather than a recommendation.



