



Children's levels and what they mean in EYFS

All children develop at different rates and in different ways. A curriculum level is a single point and it is your child's journey to that point that is the important conversation to be had. Children have a multitude of qualities and skills that may NOT be reflected in curriculum levels but should be just as praised and celebrated.

Early Years Foundation Stage

All children from birth until the end of the Reception year work on the Early Years Foundation Stage (EYFS) curriculum. This is a play based curriculum where the staff work with your child to help them develop across a range of different developmental areas.

One of the main priorities is to develop children's ability to become effective learners and we monitor this through the EYFS **Characteristics of Effective Learning**, these are listed below:

- **Playing and exploring (engagement)**
Finding out and exploring
Playing with what they know
Being willing to 'have a go'
- **Active Learning (motivation)**
Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do
- **Creating and Thinking Critically (thinking)**
Having their own ideas
Making links
Choosing ways to do things

The curriculum itself is divided into **three prime areas** which are the fundamental areas to be concentrated on as all future development is based on a good progress in these areas.

The three prime areas are:

- Communication
- Physical Development
- Personal, Social and Emotional Development

The three prime areas are then split into the following strands:

- Communication: Listening and Attention
- Communication: Understanding
- Communication: Speaking
- Physical Development: Moving and Handling
- Physical Development: Health and Self-Care
- Personal, Social and Emotional: Self-Confidence
- Personal, Social and Emotional: Feelings and Behaviour
- Personal, Social and Emotional: Relationships

As well as the prime areas there are a further **four specific areas** that the children will work through, namely:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

The four specific areas are then split into the following strands:

- Literacy: Reading
- Literacy: Writing
- Maths: Numbers
- Maths: Shape, Space and Measure
- Understanding the World: People and Communities
- Understanding the World: The World
- Understanding the World: Technology
- Expressive Arts: Media and Materials
- Expressive Arts: Being Imaginative

Levels in Pre-School, Nursery and up to the last term in Reception:

The staff at Newtown are constantly looking at children's progress in all areas and looking at ways to help children make progress. Every half-term we record where we believe the children to be and we record this in their learning journeys. We also ask parents to contribute what progress they have seen at home.

The levels that we give follow the developmental bands in the EYFS documentation. These overlap because children do not all progress at the same rate. The developmental bands are as follows:

- Birth to 11 months
- 8 to 20 months
- 16 to 26 months
- 30 to 50 months
- 40 to 60 months

The staff will look at the statements in each developmental band and then do a best fit based on the evidence and interactions they have had with the children. They will then decide how secure the child is within the band and level the child as follows.

- Beginning
- Developed
- Secure

Early Years Foundation Stage Profile

At the end of Reception children all of the children will be have a final assessed against all 17 strands of the EYFS listed above. There is an expected exit point for each strand and these are called the Early Learning Goals. As with the previous assessments the children are measured against these ELGs and they are done on a best fit basis. The ELGs are listed at the end of this document for you to read. The staff in Reception will look at each child and decide whether they are still working towards achieving each ELG, have achieved it or are working beyond it. This is then transferred into a numerical score:

Working towards the Early Learning Goal	1
Working at the Early Learning Goal	2
Working beyond the Early Learning Goal	3

The **Early Years Foundation Stage Profile** will also comment of the Characteristics of Effective Learning mentioned above.

Early Learning Goals (for the end of Reception)

Prime Area: Communication and Language

- 1 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.
- 2 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.
- 3 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 their own ideas or events.

Prime Area: Personal Social Emotional Development

- 6 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 groups, will talk about their ideas, and will choose the resources they need their chosen activities. They say when they do or don't need help.
- 7 Managing feelings and behaviour:** Children talk about how they and others show feelings, talk about their own and others behaviour, and it's 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 routines in their stride.
- 8 Making relationships:** Children play co-operatively, 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.

Prime Area: Physical Development

- 4 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.
- 5 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.

Specific Area: Literacy

- 9 Reading:** Children read and understand simple sentences. They use phonics 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.
- 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.

Specific Area: Expressive Arts and Design

Specific Area: Maths

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 and back to find the answer. They solve problems, including doubling, halving and sharing.

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 of mathematical language to describe them.

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.

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..

Specific Area: Understanding the World

13 People and communities: Children talk about past and present events in their own 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.

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 environment might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

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.