

The new Early Years Foundation Stage Profile whilst statutory should not be used as a curriculum for EYFS. It is intended to be used as a valid, reliable and accurate assessment of a child's development of the EYFS in the summer term. The Early Learning Goals provide a snap shot of skills and knowledge for children to work towards during their time in Early Years but are not a tick list or exhaustive list for children to achieve.

A broad, engaging curriculum in EYFS builds primarily on child interests, themes at particular times of the year, experiences outside of the school gate, practitioner knowledge of child development and their unique understanding of each child in their setting. The EYFS team must use the Early Learning Goals as one element in building a fun, challenging and engaging year for all children as they start their school journey. Learning is in the moment, flexible, with adult led challenges sprinkled alongside play based experiences to ensure children not only develop fundamental skills for their onward school journey, some of which are outlined in the early learning goals, but that they develop a love of learning.

Practitioners not only develop children's subject knowledge but work closely with them to promote and develop the characteristics of effective learning: Playing and exploring, Active learning and Creating / Thinking Critically.



Listening and Attention and Understanding

- Make comments about what they have heard and ask questions to clarify their understanding.

Speaking

- 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
- Express their ideas and feelings about their experiences using full sentences

Understanding the Word

People, Culture and Communities:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.

The Natural World:

- 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.

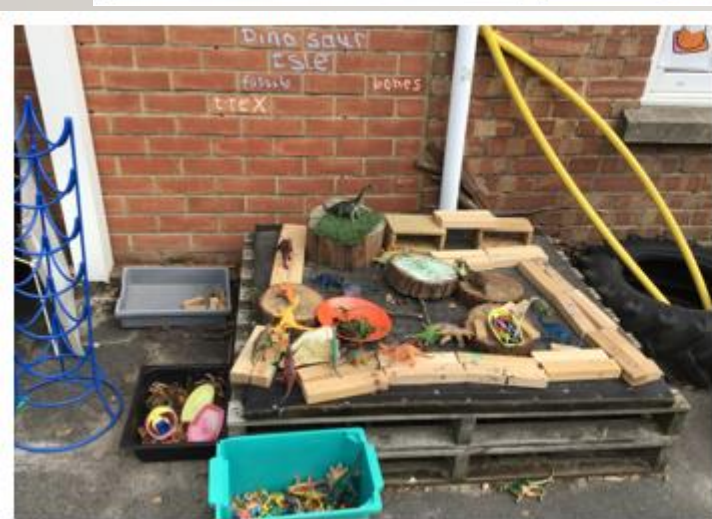
THE NATURAL WORLD– SHALFLEET - YR



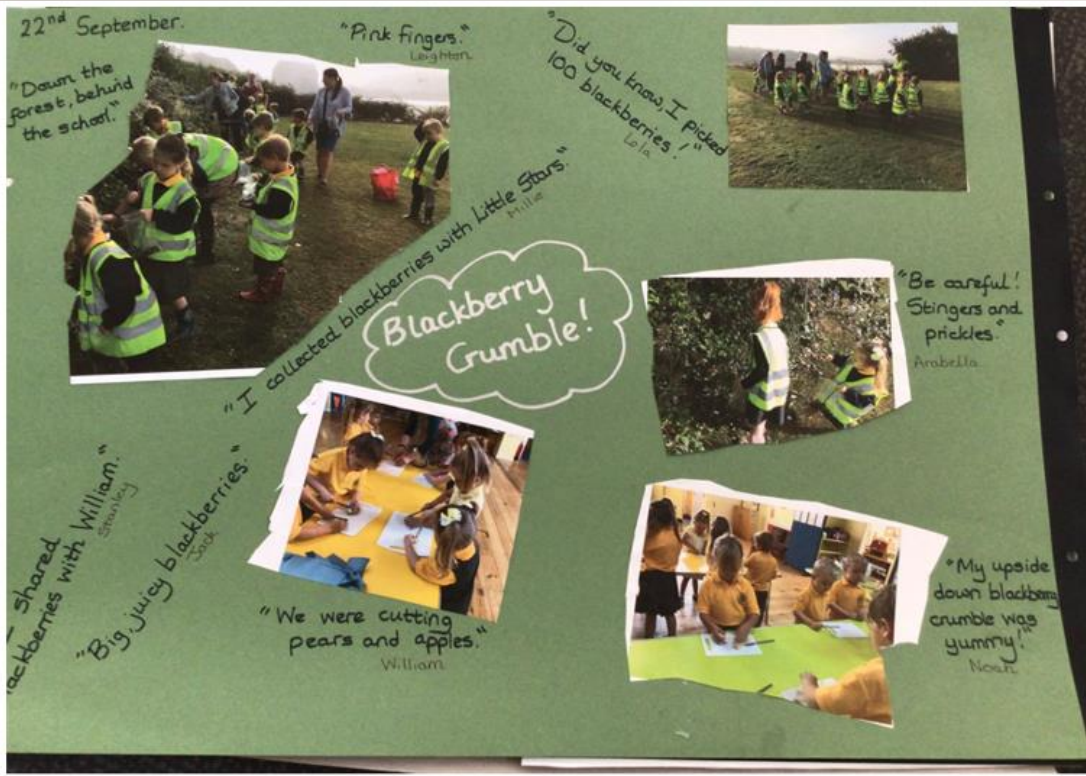
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The children decided they wanted to create their own 'Dinosaur Isle' following the idea coming from a child in Rainbow Class. We read the story 'Dinosaur Island'. We compared it to the Isle of Wight. We looked on the 'Dinosaur Isle' website and used the virtual tour, resources and made our own Dinosaur Isle leaflets. We are hoping to go there for a visit when it is safe to do so.



THE NATURAL WORLD–YARMOUTH -YR



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Nature Walks to observe the changes in seasons as we moved from Autumn to Winter:

Exploring the migration of the geese observed on the River Yar:

A Blackberry picking walk in the perimeter around the school, exploring the different plants and insects and making observations of the river and wildlife.

Child led interests:

A child had received a toy and explained that they had needed to wait a long time for it. When asked she said the toy had come from China. We got the world map play mat out on the carpet and found where China was in comparison to the Isle of Wight. We thought and talked about how the toy would have been transported, exploring routes of a container ship and talking about the tanker that got stuck in the Suez Canal.

