

The Early Years Foundation Stage Principles

The Early Years Foundation Stage Setting the Standards for Learning, Development and Care for children from birth to five

Every Child Matters
Change for Children

A Unique Child



Every child is a competent learner from birth who can be engaged, actively involved in learning.

Positive Relationships



Children learn to be strong and independent from a base of loving and secure relationships with parents, carers or key adults.

Enabling Environments



The environment plays a key role in supporting and extending children's learning and development.

Learning and Development



Children develop and learn in different ways and at different rates and all children are competent learners. Development is heavily influenced by the environment.

1.1 Child Development

- Child development
- A unique individual
- A competent learner

1.2 Inclusive Practice

- Equality and diversity
- Children's experiences
- Early support

1.3 Keeping Safe

- Being safe and protected
- Understanding boundaries
- Working together

1.4 Health and Well-being

- Growing and developing
- Physical well-being
- Emotional well-being

2.1 Respecting Each Other

- Understanding feelings
- Empathy
- Professional relationships

2.2 Parents as Partners

- Respecting diversity
- Communication
- Learning together

2.3 Supporting Learning

- Positive interactions
- Learning to children
- Effective teaching

2.4 Key Person

- Secure attachment
- Shared care
- Independence

3.1 Observation, Assessment and Planning

- Working with the child
- Planning
- Assessment

3.2 Supporting Every Child

- Children's needs
- The learning journey
- Working together

3.3 The Learning Environment

- The emotional environment
- The outdoor environment
- The indoor environment

3.4 The Wider Context

- Transition and continuity
- Multi-agency working
- The community

4.1 Play and Exploration

- Learning through experience
- Adult involvement
- Contexts for learning

4.2 Active Learning

- Mental and physical movement
- Attention: making
- Personalised learning

4.3 Creativity and Critical Thinking

- Making connections
- Reasoning, understanding
- Rational shared thinking

4.4 Areas of Learning and Development

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Physical Activity, Movement and Skills
- Knowledge and Understanding of the World
- Physical Development
- Creative Development



This is the Early Years Foundation Stage (EYF) framework, which sets the standards for the Early Years Foundation Stage, which includes the Early Years Learning Framework (EYLF) and the Early Years Curriculum Framework (EYCF). The EYF framework is the foundation for the Early Years Foundation Stage, which includes the Early Years Learning Framework (EYLF) and the Early Years Curriculum Framework (EYCF).



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Every Child Matters
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80% improved results

National Curriculum For The Early Years

Tözün Issa, Alison Hatt



National Curriculum For The Early Years:

The National Curriculum and the Early Years Theodore Cox,1996 The child centred principles of early years education are being challenged by the implementation of a subject based National Curriculum This book explores this challenge and offers some ways of meeting it practically and productively EBOOK: National Curriculum for the Early Years Angela Anning,1995-10-16 What does the National Curriculum mean to pupils and teachers at Key Stage One How have teachers and children coped with the ongoing changes How has subject teaching altered in infant classrooms In A National Curriculum for the Early Years Angela Anning and her team of contributors set out to examine these issues Infant teachers and their pupils were the guinea pigs for the introduction of the National Curriculum over a five year period Despite many reservations about a subject based curriculum for young children teachers struggled to interpret the National Curriculum Orders into a workable if not manageable curriculum in their classrooms The contributors to this book each experts in a subject discipline have kept in close touch with practising and intending infant teachers as the National Curriculum was operationalized in primary schools They have used their teacher networks as well as research evidence to tap into the strategies used by infant teachers to cope with the planning delivery and assessment of the National Curriculum subjects and the effects of government policy changes on young children s learning Together the contributors provide a timely analysis of subject discipline based education for young children and look ahead to the prospects for those subjects at Key Stage One in the second half of the 1990s This book will be essential reading for anyone involved in the education of young children *Early Childhood Education* Early Years Curriculum Group,1989 **Science in Early Childhood** Coral Campbell,Wendy Jobling,Christine Howitt,2021-01-19 Science in Early Childhood is the essential science education resource for all pre service early childhood educators *National Curriculum* Great Britain. Parliament. House of Commons. Children, Schools and Families Committee,Great Britain: Parliament: House of Commons: Children, Schools and Families Committee,2009 The Committee for Children Schools and Families recommends major changes to the nature and management of the national curriculum In its current form the national curriculum essentially accounts for all the available teaching time and the Committee would like to see a cap placed so that less than half that time is prescribed centrally A slimmed down national curriculum designed much more from the learner s perspective setting out the learning that they have a right to access is recommended Parents should be provided with a copy of the national curriculum so that they can take on a greater role in overseeing the curriculum that their child experiences The Committee is not convinced by the proposed Programmes of Study for the primary curriculum put forward in the interim report of the Rose Review available at <http://publications.teachernet.gov.uk> which seem unnecessarily complex takes a similar view on the new secondary curriculum and is concerned at some of the Early Learning Goals specified in the Early Years Foundation Stage there should be more emphasis at this stage on developing speaking listening and social skills All schools should have the freedoms in curriculum

matters enjoyed by Academies and should not be pressured to follow the non statutory National Strategies guidance The report also stresses the importance of empowering professional teachers rather than the current approach of prescription and direction The coherence and continuity in the curriculum is another concern with a history of piecemeal creation and amendment to frameworks from 0 to 19 The Committee recommends an independent curriculum authority be established to review and then keep the curriculum refreshed International Handbook of Early Childhood Education Marilyn Fleer,Bert van Oers,2017-10-10 This international handbook gives a comprehensive overview of findings from longstanding and contemporary research theory and practices in early childhood education in the Northern and Southern hemispheres The first volume of the handbook addresses theory methodology and the research activities and research needs of particular regions The second volume examines in detail innovations and longstanding programs curriculum and assessment and conceptions and research into child family and communities The two volumes of this handbook address the current theory methodologies and research needs of specific countries and provide insight into existing global similarities in early childhood practices By paying special attention to what is happening in the larger world contexts the volumes provide a representative overview of early childhood education practices and research and redress the current North South imbalance of published work on the subject **A Guide to Early Years and Primary Teaching** Dominic Wyse,Sue Rogers,2016-04-20 How do people become effective teachers This is the textbook students need to support them on this journey no matter their training route or whether primary or early years in focus Through a unique pairing of academic research and teaching expertise each chapter is collaboratively authored by an academic specialist and an experienced practitioner to provide a realistic and practical view of teaching children from years 3 11 The book combines all the major topics theories and research students need to know along with up to date policy and legislation Inventive and practical learning aids and carefully crafted online resources will help readers to Understand helpful learning aims at the beginning and summaries at the end of every chapter guide students through each topic Apply Spotlight on Practice features highlight real teaching examples Putting it into Practice features provide advice on how key concepts can be employed in real life whilst classroom activities on the website provide further ideas for teaching Reflect on key concepts as well as your own practice and values through the reflection points and author podcasts on the website outlining key issues to stimulate critical thinking Go further with informative annotated further reading at the end of every chapter links to relevant websites integrated throughout and carefully selected SAGE journal articles freely available on the website This is an essential textbook for use across all your primary and early years teaching courses whether students are training to be lower upper primary school teachers or early years practitioners including those on undergraduate or postgraduate teacher training courses and employment based routes *The Early Years Foundation Stage* Ioanna Palaologou,2009-10-29 Organized around 14 chapters Section One looks at policy pedagogy and key issues in practice surrounding the implementation of the Early Years Foundation Stage EYFS and Section Two looks

at the areas of learning and development in EYFS Ways to plan implement observe and evaluate activities for young children from Birth to 5 are discussed a range of theoretical perspectives is built upon and different ways of delivering the EYFS are explored By combining sound theoretical underpinning with practical case studies this book offers a critical approach to the implementation of EYFS It takes its inspiration and examples of best practice from projects based in a range of early years settings and considers the role of the practitioner and the holistic development of the child **Effective Early Years**

Education Edwards, Anne, Knight, Peter, 1994-12-01 In this concise and accessible guide the authors are sympathetic to the particular demands of teaching three to eight year olds and offer practical solutions to the complex issues that are currently faced by early years educators In recognizing the demands on practitioners they provide new and challenging frameworks for an understanding of the practice of teaching young children and draw upon international research to offer a sound model of early years subject structured teaching which has the quality of children s learning at its centre Their aim is to support teacher expertise through stimulating teachers thinking about children s development motivation ways of learning and the subjects they teach These topics are clearly set in the complex institutional settings in which practitioners work and ways of taking and evaluating action are offered [A Critical Companion to Early Childhood](#) Michael Reed, Rosie Walker, 2014-11-03

In this stimulating and provocative book the editors have drawn together a diverse and international range of respected authors each of whom has taken a critical approach to the contentious question of how you define and achieve quality early childhood services It is a book designed to provoke and promote critical dialogue and discourse amongst practitioners and students through critical engagement with the position of the authors within the text I believe anyone who reads this book will be inspired and motivated to challenge and extend their thinking and professional practice adopting the critical stance which lies at the heart of quality services for children and families Professor Chris Pascal Director of Centre for Research in Early Childhood CREC Early childhood is a complex and important area of study where it is important to develop your critical thinking and reflect upon key issues This book will help do both It explores interrelated topics such as Child development Play Safeguarding Professionalism Curriculum and Policy Each chapter will not only engage with what you need to know but help you develop your academic skills The book also comes with lots of online resources and include Podcasts from the authors of each chapter so you can better understand the key concepts PowerPoints to help you revise the essential information Journal articles related to each chapter provide further reading Michael Reed and Rosie Walker are both Senior Lecturers in Early Childhood at the Institute of Education University of Worcester **Early Childhood Studies** Jane

Johnston, Lindy Nahmad-Williams, Ruby Oates, Val Wood, 2018-02-16 This fully updated new edition offers a comprehensive accessible yet rigorous introduction to the study of Early Childhood that will add value to any Early Childhood Studies course at both foundation and degree level Addressing both care and education in the Early Years the book considers a range of multi disciplinary aspects of Early Childhood including health social educational psychological and sociological

perspectives Early Childhood Studies engages the reader by providing real world examples that underpin theoretical perspectives and bring examples to life while encouraging practitioners to engage in reflective practice by considering their own similar experiences Key features include Engaging activities and case studies that bring theory to life Cutting edge research Practical tasks and advice with points for further reading End of chapter summaries Reflective Tasks and Study Skills boxes in each chapter Full colour illustrations throughout This core introductory textbook is an indispensable resource for Early Years students and professionals whatever their level of expertise or experience *Assessment for Learning in the Early Years Foundation Stage* Jonathan Glazzard, Denise Chadwick, Anne Webster, Julie Percival, 2010-02-17 Are you struggling with the complexities of assessment Demystifying the process of assessment for learning in the Early Years Foundation Stage EYFS this book explains in straightforward language how to put principles into practice Looking at models of assessment the book draws heavily on examples of real assessments from practice and the relevant theory is explained in context Lessons from research are applied to best practice and issues covered include self assessment and peer assessment collecting evidence as a basis for making judgements how to track the child's development in the six areas of learning using assessment to inform future planning summative assessment in the EYFS involving parents and carers in the assessment process using assessment to support children with additional needs moderation Throughout the book there are plenty of practical examples from a range of early years settings with case studies for the Birth to Five age range Students teachers teaching assistants and those working towards Early Years Professional Status EYPS will find this an invaluable guide

The Early Years Teacher's Book Leonie Abrahamson, 2018-02-26 This is a clear comprehensive systematic and practical guide to achieving Early Years Teacher Status and meeting the EYT Standards and requirements **Defining and Assessing Quality in Early Childhood Education** Ferre Laevers, 1994 *Education in Early Childhood* Sue Robson, Sue Smedley, 1996 Aimed at student teachers this book provides an accessible but rigorous treatment of a wide range of early childhood education integrating ideas and practice *Language, Culture and Identity in the Early Years* Tözün Issa, Alison Hatt, 2013-01-17 Introduces the key themes and debates in supporting young children with different linguistic and cultural backgrounds in an inclusive way **Play in the Early Years** Kay Owen, 2021-04-07 Play in the Early Years provides an accessible overview of key concepts debates and approaches to children's Play This book Considers play from a variety of perspectives Offers expert insights into theory and research in each area Encourages the reader to critically reflect on both theory and practice With features including key terms case studies reflective questions spotlights on research and an accompanying glossary this text is perfect for everyone who is interested in Play from those just starting undergraduate degrees through to those with more advanced knowledge or experience International Perspectives On Early Childhood Education And Care Georgeson, Jan, Payler, Jane, 2013-02-01 There is a growing interest in understanding how early years care and education is organised and experienced internationally and many early years courses from foundation degree and

beyond include an International Perspectives module *First Years At School* Anning, Angela, 1997-01-01 Review of 1st edition I found the whole account a model of clarity with a good blend of theory and practice which many authors would do well to note Ted Wragg TES The First Years at School 2nd Edn is a practical and reflective discussion of the education of 4 to 8 year olds based on a sympathetic recognition of the complexities of being an early years teacher Angela Anning begins by reviewing the historical and ideological traditions of British infant and primary schools tracing how we have reached the position where teachers feel themselves to be torn between child centered and utilitarian demands in educating young children She then provides a detailed and authoritative critique of recent thinking about the cognitive social and emotional development of children and explores the complexities of teachers roles She discusses the organization of the classroom the structuring of learning in the school day and the content of the curriculum She tackles the implications of the series of changes in the National Curriculum Orders and the national assessment systems for seven year olds and their impact on pre fives and children with special educational needs The second edition brings the debate about the post Dearing Key Stage One curriculum and its implications for pre school education bang up to date This will be vital reading for both student and practising teachers of young children **Multicultural Children in the Early Years** Peter Woods, Mari Boyle, Nick Hubbard, 1999-01-01 How do multicultural children and their parents experience the very beginning of their school careers How do teachers mediate the demands of the educational system and how do the children adapt What kind of access to the National Curriculum is offered to multicultural children In answering these questions the authors draw on two years intensive research in three multi ethnic institutions They explore teachers values and beliefs and how they attempt to put them into practice They describe how at times teachers were constrained to get things done because of pressures operating on them but at other times taught creatively in a way particularly relevant to the children s concerns and cultures

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National Curriculum For The Early Years Introduction

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