

EYFS Requirements for each of the Early Learning Goals and their respective Aspects.

I have taken this information from the EYFS information pack and tried to put it into a more simple form for easy reference. I have found it useful when planning activities, recording/making observations and when considering children's next steps.

I hope it is useful to you too!

Pauline x

Personal, Social and Emotional Development

Requirements

Children must be provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. Providers must ensure support for children's emotional well-being to help them to know themselves and what they can do.

Personal, Social and Emotional Development is made up of the following aspects:

Dispositions and Attitudes - is about how children become interested, excited and motivated about their learning.

Self-confidence and Self-esteem - is about children having a sense of their own value and understanding the need for sensitivity to significant events in their own and other people's lives.

Making Relationships - is about the importance of children forming good relationships with others and working alongside others companionably.

Behaviour and Self-control - is about how children develop a growing understanding of what is right and wrong and why, together with learning about the impact of their words and actions on themselves and others.

Self-care - is about how children gain a sense of self-respect and concern for their own personal hygiene and care and how they develop independence.

Sense of Community - is about how children understand and respect their own needs, views, cultures and beliefs and those of other people.

What Personal, Social and Emotional Development means for children

* For children, being special to someone and well cared-for is vital for their physical, social and emotional health and well-being.

* Being acknowledged and affirmed by important people in their lives leads to children gaining confidence and inner strength through secure attachments with these people.

* Exploration within close relationships leads to the growth of self-assurance, promoting a sense of belonging which allows children to explore the world from a secure base.

* Children need adults to set a good example and to give them opportunities for interaction with others so that they can develop positive ideas about themselves and others.

* Children who are encouraged to feel free to express their ideas and their feelings, such as joy, sadness, frustration and fear, can develop strategies to cope with new, challenging or stressful situations.

Communication, Language and Literacy

Requirements

Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write must be supported and extended. They must be provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so.

Communication, Language and Literacy is made up of the following aspects:

Language for Communication - is about how children become communicators. Learning to listen and speak emerges out of non-verbal communication, which includes facial expression, eye contact and hand gesture. These skills develop as children interact with others, listen to and use language, extend their vocabulary and experience stories, songs, poems and rhymes.

Language for Thinking - is about how children learn to use language to imagine and recreate roles and experiences and how they use talk to clarify their thinking and ideas or to refer to events they have observed or are curious about.

Linking Sounds and Letters - is about how children develop the ability to distinguish between sounds and become familiar with rhyme, rhythm and alliteration. They develop understanding of the correspondence between spoken and written sounds and learn to link sounds and letters and use their knowledge to read and write simple words by sounding out and blending.

Reading - is about children understanding and enjoying stories, books and rhymes, recognising that print carries meaning, both fiction and fact, and reading a range of familiar words and simple sentences.

Writing - is about how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes.

Handwriting - is about the ways in which children's random marks, lines and drawings develop and form the basis of recognisable letters.

What Communication, Language and Literacy means for children

* To become skilful communicators, babies and young children need to be with people with whom they have warm and loving relationships, such as their family or carers and, in a group situation, a key person whom they know and trust.

* Babies respond differently to different sounds and from an early age are able to distinguish sound patterns. They use their voices to make contact and to let people know what they need and how they feel. They learn to talk by being talked to.

* All children learn best through activities and experiences that engage all the senses. Music, dance, rhymes and songs support language development.

* As children develop speaking and listening skills they build the foundations for literacy, for making sense of visual and verbal signs and ultimately for reading and writing. Children need varied opportunities to interact with others and to use a wide variety of resources for expressing their understanding, including mark-making, drawing, modelling, reading and writing.

Problem Solving, Reasoning and Numeracy

Requirements

Children must be supported in developing their understanding of Problem Solving, Reasoning and Numeracy in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. They must be provided with opportunities to practise and extend their skills in these areas and to gain confidence and competence in their use.

Problem Solving, Reasoning and Numeracy is made up of the following aspects:

Numbers as Labels and for Counting - is about how children gradually know and use numbers and counting in play, and eventually recognise and use numbers reliably, to develop mathematical ideas and to solve problems.

Calculating - is about how children develop an awareness of the relationship between numbers and amounts and know that numbers can be combined to be 'added together' and can be separated by 'taking away' and that two or more amounts can be compared.

Shape, Space and Measures - is about how through talking about shapes and quantities, and developing appropriate vocabulary, children use their knowledge to develop ideas and to solve mathematical problems.

What Problem Solving, Reasoning and Numeracy means for children

* Babies' and children's mathematical development occurs as they seek patterns, make connections and recognise relationships through finding out about and working with numbers and counting, with sorting and matching and with shape, space and measures.

* Children use their knowledge and skills in these areas to solve problems, generate new questions and make connections across other areas of Learning and Development.

Knowledge and Understanding of the World

Requirements

Children must be supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning must be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments'; and work with a range of materials.

Knowledge and Understanding of the World is made up of the following aspects:

Exploration and Investigation - is about how children investigate objects and materials and their properties, learn about change and patterns, similarities and differences, and question how and why things work.

Designing and Making - is about the ways in which children learn about the construction process and the tools and techniques that can be used to assemble materials creatively and safely.

ICT - is about how children find out about and learn how to use appropriate information technology such as computers and programmable toys that support their learning.

Time - is about how children find out about past and present events relevant to their own lives or those of their families.

Place - is about how children become aware of and interested in the natural world, and find out about their local area, knowing what they like and dislike about it.

Communities - is about how children begin to know about their own and other people's cultures in order to understand and celebrate the similarities and differences between them in a diverse society.

What Knowledge and Understanding of the World means for children

- * Babies and children find out about the world through exploration and from a variety of sources, including their families and friends, the media, and through what they see and hear.

- * Babies and children need regular opportunities to learn about different ways of life, to be given accurate information and to develop positive and caring attitudes towards others.

- * Children should be helped to learn to respect and value all people and learn to avoid misapprehensions and negative attitudes towards others when they develop their Knowledge and Understanding of the World.

- * Children should be involved in the practical application of their knowledge and skills which will promote self-esteem through allowing them to make decisions about what to investigate and how to do it.

Physical Development

Requirements

The physical development of babies and young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They must be supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.

Physical Development is made up of the following aspects:

Movement and Space - is about how children learn to move with confidence, imagination and safety, with an awareness of space, themselves and others.

Health and Bodily Awareness - is about how children learn the importance of keeping healthy and the factors that contribute to maintaining their health.

Using Equipment and Materials - is about the ways in which children use a range of small and large equipment.

What Physical Development means for children

- * Babies and children learn by being active and Physical Development takes place across all areas of Learning and Development.
- * Physical Development helps children gain confidence in what they can do.
- * Physical Development enables children to feel the positive benefits of being healthy and active.
- * Physical Development helps children to develop a positive sense of well-being.
- * Good health in the early years helps to safeguard health and well-being throughout life. It is important that children develop healthy habits when they first learn about food and activity. Growing with appropriate weight gain in the first years of life helps to guard against obesity in later life.

Creative Development

Requirements

Children's creativity must be extended by the provision of support for their curiosity, exploration and play. They must be provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology.

Creative Development is made up of the following aspects:

Being Creative - Responding to Experiences, Expressing and Communicating Ideas - is about how children respond in a variety of ways to what they see, hear, smell, touch or feel and how, as a result of these encounters, they express and communicate their own ideas, thoughts and feelings.

Exploring Media and Materials - is about children's independent and guided exploration of and engagement with a widening range of media and materials, finding out about, thinking about and working with colour, texture, shape, space and form in two and three dimensions.

Creating Music and Dance - is about children's independent and guided explorations of sound, movement and music. Focusing on how sounds can be made and changed and how sounds can be recognised and repeated from a pattern, it includes ways of exploring movement, matching movements to music and singing simple songs from memory.

Developing Imagination and Imaginative Play - is about how children are supported to develop and build their imaginations through stories, role-plays, imaginative play, dance, music, design, and art.

What Creative Development means for children

- * Creativity is about taking risks and making connections and is strongly linked to play.
- * Creativity emerges as children become absorbed in action and explorations of their own ideas, expressing them through movement, making and transforming things using media and materials such as crayons, paints, scissors, words, sounds, movement, props and make-believe.
- * Creativity involves children in initiating their own learning and making choices and decisions.
- * Children's responses to what they see, hear and experience through their senses are individual and the way they represent their experiences is unique and valuable.
- * Being creative enables babies and children to explore many processes, media and materials and to make new things emerge as a result.