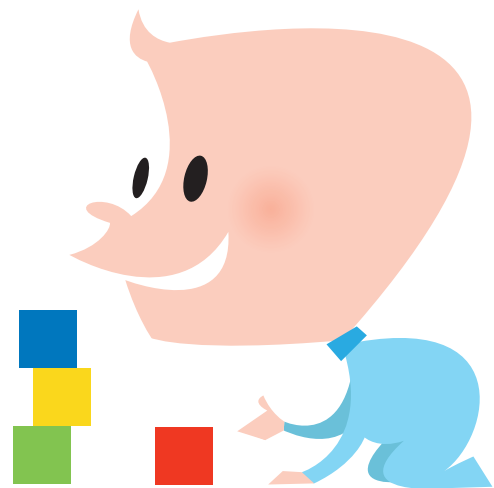
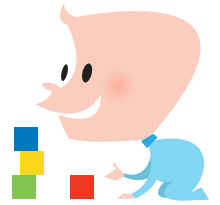


Early Years Foundation Stage – Everything you need to know



Why Early Years Matters



“The EYFS is a play-based framework that acknowledges that every child is unique and that they learn and develop at different rates and in different ways.

“The aim of the EYFS is to support schools, nurseries and childminders to make sure that children from all backgrounds have the same opportunities and life chances as the most advantaged.

“With the EYFS, parents will be sure that their children, irrespective of the type of setting they attend, will get the same excellent standards of learning and care.”

*Beverley Hughes,
Children’s Minister*

Every parent knows that a child’s experiences in their first few years are crucial, which is why the Government is making the Early Years Foundation Stage statutory as of 1 September 2008. The EYFS will ensure that all under fives in childcare benefit from a safe, secure and happy environment where they can play and develop.

Experiences in their early years can benefit children in developing social skills and their ability to learn and good quality childcare has been shown to benefit children right through primary school. The EYFS is aimed at providing the help teachers and professionals have told us they need in order to give children the best start in life.

At the heart of the EYFS is the principle that young children need to play in order to have fun, make friends and to begin to learn and understand about the world around them. The EYFS is already in action in many settings. Those who have already started using it have received it with enthusiasm.

“Tuning into young children is not just about what they are telling us verbally but also watching for non-verbal cues and picking up on when children are not engaged in an activity. This is what the EYFS enables us to do well.”

*Bev Hanson, Rowanfield Children’s Centre,
Cheltenham*

Ensuring the welfare and safety of children is a fundamental part of the EYFS. The standards made statutory by the EYFS will reassure parents that by using childcare they are doing the best thing for their child, who will be safe and well looked after. It also emphasises the importance of working closely with parents which will help to reassure them about the welfare of their child and also encourage them to get more involved with their child’s development both at home and when they are at nursery or with a childminder.

“The EYFS includes principles and approaches that really help us to foster good relationships with the children and parents, we try to keep parents up to date with what their child does at nursery and in turn encourage them to tell us about what their child does at home.”

Julian Grenier, Head Teacher, Kate Greenaway Nursery School, Islington, London

The EYFS also brings out the importance of each child being able to develop at their own pace. It focuses on ensuring that each child has a member of staff allocated to them to ensure that they develop and take part in activities, mix with other children and have fun.

Four key priorities of the Early Years Foundation Stage

- Play is at the heart of the EYFS, children need to play in order to have fun and in order to begin to understand the world around them
- Welfare and safety of children is paramount
- Parents should be kept up to date with what their children are doing and encouraged to get involved as much as possible
- Each child should be allocated a key member of staff and should be encouraged but allowed to develop at their own pace and in their own way



The Early Years Foundation Stage – the detail

Why Government is bringing in the EYFS

The Early Years Foundation Stage is part of the Government's wider scheme, laid out in the Children's Plan and Every Child Matters, to give all children the best possible start in life. Introducing statutory standards for childcare for 0 to fives gives every child the right, regardless of their background, the chance to play, have fun and develop safely when they are looked after outside of their home. It means that parents can relax, in the knowledge that their children are in good hands and most importantly, are safe.

The foundations of the EYFS

The EYFS is aimed at providing the help that those working with young children have told us they need. It has been carefully researched and put together with input from experts, both academics and those working with young children.

The EYFS draws on the *Effective Provision of Pre-school Education (EPPE)* research study which shows that the years between 0 and five are crucial in children's development. As any parent knows, children grow incredibly fast and their experiences in this formative stage have a big impact on their social skills and ability to learn. This study showed that the benefits of safe, enjoyable and stimulating childcare can be seen in children right through primary school.

The EYFS pulls together three existing sets of standards which nurseries and other childcare settings follow already. It updates these and makes things simpler by rolling them all into one set of standards.

The DCSF ran an extensive consultation process, with academics and people working in all types of childcare, the results of which were considered before finalising the EYFS. The general public were also involved in consultation.

The EYFS has extensive support among those working with young children.

“The EYFS is a positive move for the Early Years sector, in general and for children in particular. Awareness of the importance of early years learning and ensuring that it is child centred is fantastic.”

Bev Hanson, Rowanfield Children's Centre, Cheltenham

The EYFS is founded on existing standards already used in all types of childcare:

- Birth to three matters
- Curriculum Guidance for the Foundation Stage
- National Standards for Day Care and Childminding

CASE STUDY

Listening to children and parents

Bev Hanson, Curriculum Lead at Rowanfield Children's Centre in Cheltenham, is already seeing the benefits of implementing the EYFS at her centre, for children and parents alike. Bev has 28 years of experience in the Early Years sector and believes that the combination of the Birth to three matters and Curriculum Guidance for the Foundation Stage in the EYFS removes the possibility for confusion for practitioners and means a better experience for children.

“What the EYFS does is reinforce the fact that early years should be child focused,” comments Bev. ***“As practitioners we should be following the child's interest. If a child isn't interested in an activity then they won't learn, they have to be actively involved. If the ideas come from the children they are more likely to get the most out of the experience because it is unique to them.”***

Rowanfield Children's Centre has developed a project focused on listening to young children. ***“Tuning into young children is not just about what they are telling us verbally,”*** said Bev, ***“but also watching for non-verbal cues and picking up on when children are not engaged with an activity. This is what the EYFS enables us to do well.”*** Bev finds this is particularly important for vulnerable children who could become hidden in a large group. ***“Each child has someone special***



assigned to them; this can make the difference as to whether potential problems are caught early on or not.”

The focus of listening in the EYFS is equally important when it comes to the parents and carers.

“Listening to parents and carers is key.

At the centre we encourage them to come in to the building and have staff on hand to talk to parents every day.” Rowanfield runs sessions for parents, in order to involve them; these include workshops, a story telling slot where parents learn about the importance of repetition when reading stories with young children and a music project.

What these projects do is encourage parents and carers to continue the learning at home. Often they want to get involved but don't really know where to start. Offering them ideas makes this so much easier and the children really benefit.

“The EYFS is a positive move for the Early Years sector,” comments Bev, ***“in general and for children in particular. Awareness of the importance of early years learning and ensuring that it is child centred is fantastic.”***

What is in the EYFS?

The EYFS is based on four principal themes

- A unique child – every child is a competent learner from birth who can be resilient, capable and self assured
- Positive relationships – children learn to be strong and independent from a base of loving and secure relationships with parents/carers
- Enabling environments – the environment plays a key role in supporting a child’s development
- Learning and development – children learn and develop in different ways and at different rates. All areas of learning are equally important and interconnected



The EYFS gives people working in all types of childcare a set of standards to adhere to. While most nurseries and childminders already reach these standards, it will ensure that children are safe and well looked after and most importantly having fun. It covers two key areas – the welfare and the development of children.

The welfare section covers the safety and standard of the environment that children are in and the level of care they get while they are there. It includes basic checks, such as ensuring that appropriate staff are in place who have undergone all relevant security checks and that facilities and equipment are safe and suitable for children. It also covers the quality of the environment that the children are in, for example it recommends that there should be some access to outdoor space.

The EYFS is founded on research

The Effective Provision of Pre-school Education (EPPE) project (1997-2004) was a research study of 3,000 children commissioned by the DCSF. It formed part of the basis for the EYFS and showed that:

- Experiences in childcare and early years have a powerful and ongoing impact on children’s learning and their social development, throughout primary school
- Good, stimulating childcare has a positive effect on children’s progress over and above the influences of their family
- It is key in giving all children, particularly those from less advantaged backgrounds, a better start in primary school

The EYFS is founded on consultation with parents and experts

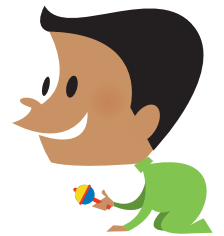
Consultation was carried out with the public and with people working in and providing all types of childcare:

- Public consultation ran for 12 weeks during which over 1,800 responses were received to 45,000 consultation documents sent out
- Over 7,000 people working in childcare were also consulted

In the section focused on development, the EYFS outlines some of the milestones that most children will have reached by the age of five, for example being able to dress themselves, how they interact with other children and adults and the recognition of simple, written words. These milestones are laid out to give those working with children some guidance and to help them to identify if a child may be having problems (there is no obligation that children have to reach any particular standard). The EYFS also outlines the way in which those working with young children should follow children's development and share any observations on progress with parents and other childcarers, if for any reason a child has to go to a new nursery or childminder.



EYFS myth buster



The formative years for young children are incredibly important and everyone – those who are parents and those who aren't, have very strong opinions about childcare.

Here are some of the key myths and facts relating to the EYFS.

Myth: The development of the EYFS is not based on any research or evidence

Not true. The DCSF drew on extensive evidence such as the *Effective Provision of Pre School Education* (EPPE) research study which shows that high quality early years provision, based around play and with appropriately qualified staff leads to better outcomes for children and can make a difference to children throughout their time in primary school.

Myth: The EYFS is going to place a huge bureaucratic demand on nurseries and childminders and they will waste time on it, that they could be spending playing with children

Recognising children's strengths and needs and being able to respond appropriately to them is central to good Early Years provision. This observation is best done whilst playing with the children, so there is no need for the process to be bureaucratic, or distract from the children. Staff can record children's progress in a number of ways such as putting work they create in a folder.

In addition, independent research recently undertaken by the *Times Educational Supplement* revealed that almost nine out of ten teachers support the child focused EYFS, and around two thirds said that they feel the EYFS will improve the overall experience of children in the early years.

"It is much easier than the previous frameworks. Not only are we now able to chart children's development more easily, it also offers far more flexibility for staff within the nursery."

Nick Simons, Manager, Westward Day Nursery, Coventry

Myth: The EYFS turns early years learning into a tick box exercise

Absolutely not. The importance of play is at the heart of the EYFS – children need to have fun and that is how they learn best. The EYFS has the flexibility to accommodate a diverse range of approaches to childcare and early learning and allows practitioners to use their professional judgement.



CASE STUDY

It's not about paperwork but making sure that children get the most from the activities they are taking part in.



“It's not about creating loads of paperwork but ensuring children are getting the best from the activities and play they are taking part in so that they develop.”

Maxine, a childminder from Berwick-Upon-Tweed, has been using the EYFS for several months with the children in her care and has found that it encourages more play-based learning.

Maxine has been gradually introducing the EYFS with the children she looks after for the past few months. ***“It is an ongoing process, but a natural one,”*** commented Maxine. ***“It won't change things dramatically for the children or me. Although it has shifted the focus to working closely with parents and becoming focused on the individual children in everything that I do with them.”***

As part of the EYFS Maxine talks to parents about the activities that children like doing at home and what parents feel their children enjoy. ***“It helps me to follow the interest of the child,”*** commented Maxine. ***“Now all my planning comes from what the child wants to learn and from input from parents.”***

“Everything I do with the children is about playing, that is the best way for children to

learn. This method of learning is really embraced and encouraged in the EYFS, so I am able to do more with the children.

“We do a lot of outdoor play – with the beach so close it is perfect and the children can experience so much on each outing. Equally, just taking them out into the garden gives them the chance to learn about food and where it comes from and then we can cook the food which they always love!

“The real beauty of the EYFS is that it encourages treating children as individuals. It is not rigid so I don't have to worry about children doing something at a set age but can take into account the rate at which each child develops.”

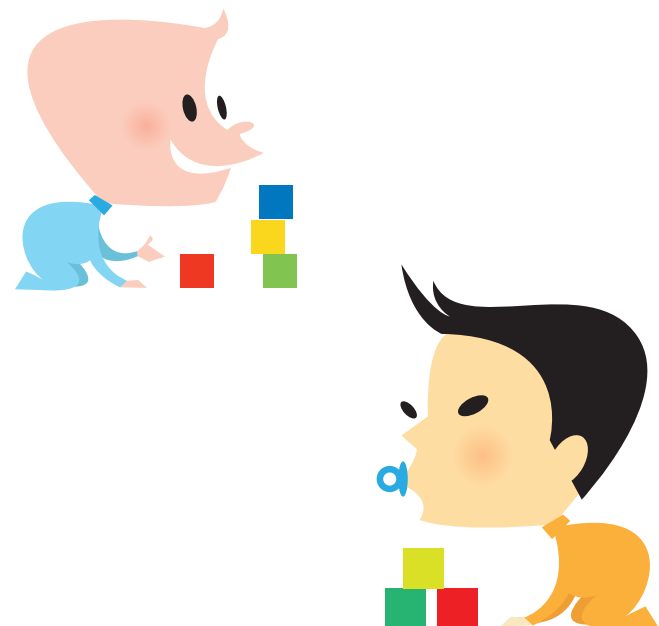
Although many detractors of the EYFS feel that the observations central to the EYFS will constrict both practitioners and children Maxine is quick to discount this: ***“Observations are key so that you can understand how children are progressing, but that doesn't need to be ticking boxes on a checklist. I take a step back from the children and see what they are learning in a very informal way. It's not about paperwork but making sure that children get the most from the activities they are taking part in.”***

Myth: There are hundreds of different standards that children will be tested on

That isn't true. There is no obligation in the EYFS for children to reach any particular standards. The EYFS does lay out 69 milestones that most children will have reached by the time they are five but these are only for guidance and to help those working with young children to ensure that they are not having any difficulties, are having fun and getting the most out of any activities. These milestones are largely based on existing practice from Birth to three matters, Curriculum Guidance for the Foundation Stage and the National Standards for Under Eights.

“The EYFS doesn't mean radical changes in what we do, but allows us to be more consistent across the board with the children. It is all play based and that is how the children learn.”

Nick Simons, Manager, Westward Day Nursery, Coventry



Myth: The EYFS pushes children into formal learning when they are too young

The EYFS is founded on the importance of play. It doesn't require any 'formal' approaches, and in fact discourages them, recognising that children need to play to have fun and to learn about the world around them, by playing freely with support from adults.

“Practitioners shouldn't get hung up on where children need to be at a certain age and instead focus on the principles and commitments to children outlined in the EYFS that encourage learning through play.”

Julian Grenier, Head Teacher, Kate Greenaway Nursery School, Islington, London

Myth: The EYFS pushes children to read and write before they're ready which means they will do worse later

The EYFS does not push children to read and write. It does lay out some basic milestones relating to forming letters and identifying words but they are not ambitious and many children can achieve them by five. They are simply there as guidance for those working with young children and there is no formal testing on them. Learning these simple skills preschool can benefit children, research shows that those who do well in reading and writing, and other areas, at age five go on to do well in their first year in primary school Key Stage 1.

CASE STUDY

My children are happy and learning in a safe place and having so much fun in the process.

Sheena Gilby has been an Early Years teacher for 20 years. As head teacher at Pound Park Nursery in Greenwich, she believes that the EYFS is good for both children and staff and has begun implementing it into her Sure Start Children's Centre.

Sheena has spent 20 of her 30-year teaching career in Early Years; watching children from 0 to five learn and grow.

As Sheena and her staff have started to use the EYFS in Pound Park Nursery they have found that the principles match those they have used for some time. ***"Each child is unique and learns at their own pace, when you understand and combine this with an enabling environment, strong relationships with teachers and classmates and learning through play you find that the EYFS covers everything."***

Pound Park Nursery promotes learning through play with activities that also allow children to learn to communicate, build relationships with other children, develop socially and emotionally and be creative. The nursery organises activities such as gardening, cooking and music and often brings in specialists so that the children are able to try new things. Most recently the nursery has introduced rugby and hockey.



"Playing is vital to a child's development, it underpins all their learning," Sheena commented. ***"As teachers and EYFS practitioners we support the children in their play and help them makes sense of the world."***

Parents at Pound Park Nursery are very enthusiastic about how their children are learning and developing through play. The nursery makes sure that parents are fully involved by routinely updating them through meetings and home visits. Pound Park has an open door policy for parents who wish to come in and speak with teachers or be with their children.

Mother of three, Charlotte Turner, whose sons all attend Pound Park commented, ***"I can't put into words how well my children are learning and growing. My children are happy and learning in a safe place and having so much fun in the process."***

Myth: The EYFS requires children to use computers, which may harm their development later on

There is no requirement in the EYFS to use computers or any other specific form of technology. The EYFS says that most children should have the chance to play and find out about the everyday technology through their natural curiosity. This might be through exploring how a light switch works for example, but ultimately it is up to those who are actually working directly with the children, which activities they choose to encourage and which toys or facilities they provide.

Myth: The EYFS removes parents' right to choose the sort of provision they want for their children

Under the EYFS parents are very involved with their child's progress and are encouraged to share ideas about their progress with staff. We do recognise however, that there may be circumstances in which parents feel their beliefs are incompatible with the EYFS, so they will have the option of applying for an exemption for their child from parts of it. This policy will remain under review. As the EYFS is not a rigid curriculum and does not take a prescriptive approach to day to day activities there is unlikely to be a large demand for exemptions

Myth: Childminders are leaving the sector in droves because of the increased demands the EYFS will place on them

The National Childminding Association disagrees. Childminders who are familiar with the EYFS see it as an opportunity to show that they are working to the same standards as other settings. Childminding numbers have fallen overall, but childminding has always been a profession whose numbers vary over time.

"It (the EYFS) won't change things dramatically for the children or me. Although it has shifted the focus to working closely in partnership with parents and becoming more child-focused in everything that I do with them."

Maxine Roake, Childminder, Berwick



CASE STUDY

He's really come into his own thanks to nursery

Geraldine, 41, a part-time bank processing clerk from Bristol has four children. Although the youngest, Frank, has a brother and two sisters, they are much older than him and as he turned from a baby into a toddler Geraldine started to notice that while he was great with older children he didn't have any friends his own age. ***"I didn't want Frank to miss out on the experiences our other kids had with their friends. I also worried that if he didn't get to know other children it might affect his first few years at school."***

Then Geraldine heard about a popular local nursery. ***"The minute I walked through the nursery doors I was so impressed. It was like entering another world and I knew he'd love it. Children were laughing and playing and the staff were friendly,"*** said Geraldine.

"The staff there explained that childcare has moved on a bit from what I remembered from my older children and that the nursery was following the EYFS framework. They explained that fun activities teach the children how to get along with other kids and discover the world around them and that they develop their own personalities because they are all treated as individuals. What the children learn and how they develop isn't taught it's just an added bonus of their play."

"I was a bit wary about this new way of working, I thought it would mean testing for Frank and I think he's a bit too young for that. But there is none of that, it's just a nice safe, secure place for Frank to learn and develop while he's playing."



Frank, who is now three, has been in nursery following the EYFS for almost a year. He goes for two and a half hours a day, five days a week. ***"He's really come into his own thanks to the nursery. He's learned about different animals – he'll tell you absolutely everything about a chameleon now – and about different places and experiences. He also knows all about sharing and why it's important to be kind."***

"Family dinners are always an education – he teaches us things that he's learned at nursery. I'm now really confident that Frank will do well when he starts primary school, learning what he has this early on in life has given him a good stepping stone into school. I just wish my other kids could have experienced what he has."

Key Contacts

4Children

Geethika Jayatilaka, Deputy Chief Executive
020 7512 2112

“The EYFS provides an extremely important framework for early years development, learning and care, based on support which recognises that all children are unique and respond well to learning through play. Building on much of the good practice already in place out there it has enormous potential to develop current early years approaches. The challenge now is to ensure that it makes a difference on the ground to help raise standards among all children and close the attainment gap between children from disadvantaged backgrounds and their peers.”

Anne Longfield, Chief Executive

National Childminding Association (NCMA)

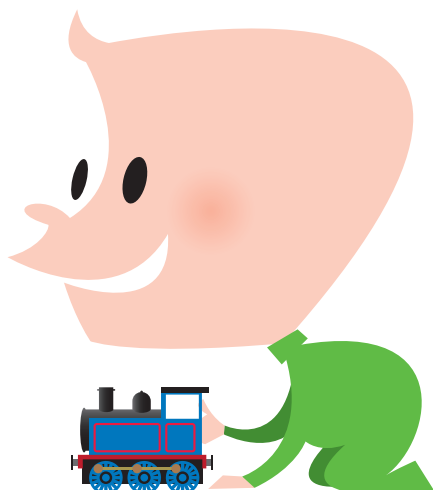
Louise Banks, NCMA Press Office
0208 290 2519

“The forthcoming EYFS marks a positive step forward as it will further ensure registered childminders are part of the wider childcare profession, working on a level playing field with their colleagues.

“NCMA supports the principle of achieving positive outcomes for all children in a consistent framework and registered childminders are ideally placed to deliver the EYFS within their childcare settings and provide children with the best possible start.

“Given the diverse nature of the childminding community it is vital that childminders continue to be provided with training and support beyond September to implement the EYFS in a home setting.”

Liz Bayram, Chief Executive



National Day Nurseries Association (NDNA)

Hayley Wilson, Senior Press Officer
01484 407 070

“Our day nursery member base has welcomed the principle of the EYFS, and is currently busy preparing for the implementation due to take place in September. Day nurseries have been positive about the flexible framework that brings together the existing frameworks of Birth to Three matters and the Foundation Stage and this has been evident throughout the consultation and training stages. Day nurseries are committed to high-quality early years care and education, and the framework of the EYFS will build on the fantastic work they already do across the country.”

Purnima Tanuku, Chief Executive

Daycare Trust

Joe Caluori, Press and Campaigns Officer
020 7840 3350

“The Early Years Foundation Stage could give parents a powerful tool to enable them to judge the quality of different childcare providers which has previously not been available.”



Pre-school Learning Alliance

Kate Summerside, Press and Parliamentary Manager,
0207 697 2502

“The Pre-school Learning Alliance believes that the EYFS reflects good practice, promotes play-based learning and can potentially transform the life chances of every young child.

The EYFS ensures that children’s development is monitored consistently by practitioners and involves parents at all stages. It encourages a creative approach to celebrating a child’s achievements and highlights areas where they may need additional support. Early identification of potential developmental challenges is key to preventing more serious difficulties at a later stage in their development. Sound observation and a clear understanding of children’s overall development are therefore essential skills for Early Years practitioners.

The Alliance celebrates the arrival of the EYFS. Childcare practitioners in the Alliance’s directly-run nurseries and our members managing community pre-schools and nurseries throughout England are working hard with partners to make it a success – for all children.”

Steve Alexander, Chief Executive

General Media Enquiries

Geronimo Communications
020 7299 8740

Appendix: Early Learning Goals

There have been inaccurate reports that children are going to be tested against 69 complicated goals. However, the EYFS does not require that children be tested, and it is enshrined in the document that not all children will reach these stages at the same time.

The 69 goals in the EYFS lay out the basics of what most (not all) children do by the age of five – things like learning to wash their hands, and dress themselves, as well as singing songs and moving to music. Some of the goals relate to early literacy, and there has been opposition from some quarters to just two of these: use of phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words; and writing their own names and other things and begin to form simple sentences sometimes using punctuation.

Ministers have asked Sir Jim Rose to look at these as part of his review of the primary curriculum, to see if they are appropriate and help kids make transition to primary school. A full list of the goals is below.

Personal, Social and Emotional Development

By the end of the EYFS, children should:

- Continue to be interested, excited and motivated to learn
- Be confident to try new activities, initiate ideas and speak in a familiar group
- Maintain attention, concentrate, and sit quietly when appropriate
- Respond to significant experiences, showing a range of feelings when appropriate
- Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others
- Have a developing respect for their own cultures and beliefs and those of other people
- Form good relationships with adults and peers
- Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously



- Understand what is right, what is wrong and why
- Consider the consequences of their words and actions for themselves and others
- Dress and undress independently and manage their own personal hygiene
- Select and use activities and resources independently
- Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect

Communication, Language and Literacy

By the end of the EYFS, children should:

- Interact with others, negotiating plans and activities and taking turns in conversation
- Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning



- Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions
- Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems
- Extend their vocabulary, exploring the meanings and sounds of new words
- Speak clearly and audibly with confidence and control and show awareness of the listener
- Use language to imagine and recreate roles and experiences
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events
- Hear and say sounds in words in the order in which they occur
- Link sounds to letters, naming and sounding the letters of the alphabet
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
- Explore and experiment with sounds, words and texts
- Retell narratives in the correct sequence, drawing on language patterns of stories
- Read a range of familiar and common words and simple sentences independently
- Know that print carries meaning and, in English, is read from left to right and top to bottom



- Show an understanding of the elements of stories, such as main character, sequence of events and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how
- Attempt writing for different purposes, using features of different forms such as lists, stories and instructions
- Write their own names and other things such as labels and captions, and begin to form simple sentences, sometimes using punctuation
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

Problem Solving, Reasoning and Numeracy

By the end of the EYFS, children should:

- Say and use number names in order in familiar contexts
- Count reliably up to ten everyday objects
- Recognise numerals 1 to 9
- Use developing mathematical ideas and methods to solve practical problems
- In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting
- Use language such as 'more' or 'less' to compare two numbers
- Find one more or one less than a number from one to ten
- Begin to relate addition to combining two groups of objects and subtraction to 'taking away'

- Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities
- Talk about, recognise and recreate simple patterns
- Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes
- Use everyday words to describe position

Knowledge and Understanding of the World

By the end of the EYFS, children should:

- Investigate objects and materials by using all of their senses as appropriate
- Find out about, and identify, some features of living things, objects and events they observe
- Look closely at similarities, differences, patterns and change
- Ask questions about why things happen and how things work
- Build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary
- Select the tools and techniques they need to shape, assemble and join materials they are using

- Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning
- Find out about past and present events in their own lives, and in those of their families and other people they know
- Observe, find out about and identify features in the place they live and the natural world
- Find out about their environment, and talk about those features they like and dislike
- Begin to know about their own cultures and beliefs and those of other people

Physical Development

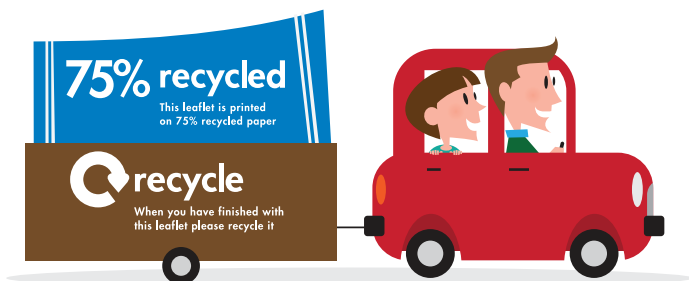
By the end of the EYFS, children should:

- Move with confidence, imagination and in safety
- Move with control and coordination
- Travel around, under, over and through balancing and climbing equipment
- Show awareness of space, of themselves and of others
- Recognise the importance of keeping healthy, and those things which contribute to this
- Recognise the changes that happen to their bodies when they are active
- Use a range of small and large equipment
- Handle tools, objects, construction and malleable materials safely and with increasing control

Creative Development

By the end of the EYFS, children should:

- Respond in a variety of ways to what they see, hear, smell, touch and feel
- Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments
- Explore colour, texture, shape, form and space in two or three dimensions
- Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music
- Use their imagination in art and design, music, dance, imaginative and role-play and stories



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