**EYFS Framework**

**Three to Four Year Olds**

**Pathways in Learning**

Establishing an Accurate Picture of Children’s Learning

through **Nursery** into **Reception**

**Guidance to be used alongside following documentation for Early Adopters, September 2020:** □ Statutory Framework □ Development Matters

**High Quality Teaching & Learning:** Four guiding principles

**Positive Relationships**

**Enabling Environments**

**Unique Child**

Practitioner

Best-fit Judgements

**Pathways in learning:**

Broad Ages & Stages

Characteristics of Effective Learning

**Learning & Development**

**Birth to Three**

Prime Areas of Learning

**Three & Four Year Olds**

Specific Areas of Learning

**Reception/ ELGs**

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| **Personal, Social & Emotional Development** | | |
| **Educational Programme:** Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. | | |
| **Self-Regulation** | | **Observation Checkpoints** |
|  | * Develop appropriate ways of being assertive. | * **Around the age of 3: □** Can the child sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? □ Can the child settle to some activities for a while? * **Around the age of 4: □** Does the child play alongside others or do they always want to play alone? □ Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?) □ Does the child take part in other pretend play with different roles – being the Gruffalo, for example? □ Can the child generally negotiate solutions to conflicts in their play?   ***Note:*** *watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.*  **EY2P additional observation checkpoints to consider:**   * **Around the age of 4: □** Does the childshow increased levels of concentration at an activity of their choice? □ Do they make learning choices across provision, indoors and outdoors? □ Are they demonstrating increased levels of independence within the daily routine e.g. *accessing provision, making learning choices …? □* Do they show awareness of appropriate learning behaviours across the day e.g. *looking, listening and joining in at group time?*   ***\* See links to Characteristics of Effective Learning*** |
|  | * Talk with others to solve conflicts. ***\* See links to Building Relationships*** |
|  | * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. |
| * Begin to understand how others might be feeling. |
| * Help to find solutions to conflicts and rivalries. *For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.* ***\* See links to Building Relationships*** |
| **Managing Self** | |
|  | * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. |
| * Increasingly follow rules, understanding why they are important. |
| * Do not always need an adult to remind them of a rule. |
| * Be increasingly independent in meeting their own care needs, e.g. *brushing teeth, using the toilet, washing and drying their hands thoroughly.* \* ***From Physical Development*** |
| * Make healthy choices about food, drink, activity and toothbrushing. \* ***From Physical Development*** |
| **Building Relationships** | |
|  | * Develop their sense of responsibility and membership of a community. |
| * Become more outgoing with unfamiliar people, in the safe context of their setting. |
| * Show more confidence in new social situations. |
| * Play with one or more other children, extending and elaborating play ideas. |

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| **Emerging** | **Developing** | **Secure** |

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| **Physical Development** | | |
| **Educational Programme:** Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. | | |
| **Gross Motor Skills** | | **Observation Checkpoints** |
|  | * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. | * Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child’s health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.   **EY2P additional observation checkpoints to consider:**   * Look out for children who are reluctant to join in outdoor play. Use their interests to encourage outdoor learning and the development of gross motors skills. |
| * Go up steps and stairs, or climb up apparatus, using alternate feet. |
| * Skip, hop, stand on one leg and hold a pose for a game like musical statues. |
| * Use large-muscle movements to wave flags and streamers, paint and make marks. |
| * Start taking part in some group activities which they make up for themselves, or in teams. |
| * Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. |
| * Match their developing physical skills to tasks and activities in the setting. *For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.* |
| * Choose the right resources to carry out their own plan. *For example, choosing a spade to enlarge a small hole they dug with a trowel.* |
| * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. |
| **Fine Motor Skills** | | * Most, but not all, children are reliably dry during the day **by the age of 4**. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.   **EY2P additional observation checkpoints to consider:**   * **Around the age of 4: □** Does the child show interest in fine motor activities? If not, how can this be developed through their interests? □ Do they use one handed tools, including pencils, with increasing control? |
|  | * Use one-handed tools and equipment. *For example, making snips in paper with scissors.* |
| * Use a comfortable grip with good control when holding pens and pencils. |
| * Start to eat independently and learning how to use a knife and fork ***\* Links to PSE / Managing Self*** |
| * Show a preference for a dominant hand. |
| * Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. ***\* Links to PSE / Managing Self*** |

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| **Literacy** | | |
| **Educational Programme:** It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). | | |
| **Reading:** Comprehension | | **Observation Checkpoints** |
|  | * Engage in extended conversations about stories, learning new vocabulary. | **EY2P additional observation checkpoints to consider:**   * **Around the age of 4: □** Does the childshow interest in looking at books independently? □ Do they like to share a book with an adult, talking about the illustrations/print? Do they handle books appropriately? □ Are they showing interest in environmental print? □ Are they able to read their name, without a visual prompt? * **Around the age of 4: □** Does the childjoin in with the following phase 1 activities with increasing confidence: ► rhythm and rhyme ► alliteration ► oral blending and segmenting? Do observations show increasing development of key skills? |
| **Reading:** Word Reading  **…** *including Phase 1 Phonics* | |
|  | * Understand the five key concepts about print:   - print has meaning  - print can have different purposes  - we read English text from left to right and from top to bottom  - the names of the different parts of a book  - page sequencing |
| * Develop their phonological awareness, so that they can:   - spot and suggest rhymes  - count or clap syllables in a word  - recognise words with the same initial sound, such as money and mother |
| **Writing** | | **EY2P additional observation checkpoints to consider:**   * **Around the age of 4: □** Does the child show interest in writing their name independently. Are all letters recognisable? Are some correctly formed? □ Do they engage in purposeful writing across provision, ascribing meaning? e.g. *write a label for their model. □* Are they beginning to use letters from their name in purposeful writing? e.g. *write initial letters or letters strings to represent words* |
|  | * Use some of their print and letter knowledge in their early writing. *For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.* |
| * Write some or all of their name. |
| * Write some letters accurately. |

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| **Mathematics** | | |
| **Educational Programme:** Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes. | | |
| **Number / Numerical Patterns …** *including shape / space / measure* | | **Observation Checkpoints** |
|  | * Fast recognition of up to 3 objects, without having to count them individually (‘subitising’). | **EY2P additional observation checkpoints to consider:**   * **Around the age of 4: □** Does the child show interest in numbers? □ Are they beginning to work confidently with numbers to 5? □ Do they show interest in manipulating and exploring shapes? □ Do they show awareness of the daily routine? |
| * Recite numbers past 5. |
| * Say one number for each item in order: 1,2,3,4,5. |
| * Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). |
| * Show ‘finger numbers’ up to 5. |
| * Link numerals and amounts: *for example, showing the right number of objects to match the numeral, up to 5.* |
| * Experiment with their own symbols and marks as well as numerals. |
| * Solve real world mathematical problems with numbers up to 5. |
| * Compare quantities using language: ‘more than’, ‘fewer than’. |
|  | * Talk about and explore 2D and 3D shapes *(for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’).* |
| * Understand position through words alone – *for example, “The bag is under the table,” – with no pointing.* |
| * Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. |
| * Make comparisons between objects relating to size, length, weight and capacity |
| * Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. |
| * Combine shapes to make new ones - an arch, a bigger triangle etc. |
| * Talk about and identifies the patterns around them. *For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.* |
| * Extend and create ABAB patterns. *For example* - *stick, leaf, stick, leaf.* Notice and correct an error in repeating pattern |
| * Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ |

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| **Understanding the World** | | |
| **Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. | | |
| **Past and Present** | | **Observation Checkpoints** |
|  | * Begin to make sense of their own life-story and family’s history. | **EY2P additional observation checkpoints to consider:**   * **Around the age of 4: □** Does the child show interest in their immediate community and environment? **□** Do they ask questions to extend their knowledge? |
| **People Culture and Communities** | |
|  | * Show interest in different occupations. |
|  | * Continue to develop positive attitudes about the differences between people. |
| **The Natural World** | |
|  | * Use all their senses in hands on exploration of natural materials. |
| * Explore collections of materials with similar and/or different properties. |
| * Talk about what they see, using a wide vocabulary. |
| * Plant seeds and care for growing plants. |
| * Understand the key features of the life cycle of a plant and an animal. |
| * Begin to understand the need to respect and care for the natural environment and all living things. |
| * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |
| * Explore how things work. |
| * Explore and talk about different forces they can feel. |
| * Talk about the differences between materials and changes they notice. |

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| **Expressive Arts & Design** | | |
| **Educational Programme:** The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. | | |
| **Creating with Materials** | | **Observation Checkpoints** |
|  | * Explore different materials freely, in order to develop their ideas about how to use them and what to make. | **EY2P additional observation checkpoints to consider:**   * Look out for children who are reluctant to join in with creative activities. Use their interests to encourage participation, indoors and outdoors. |
| * Develop their own ideas and then decide which materials to use to express them. |
| * Join different materials and explore different textures. |
| * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. |
| * Draw with increasing complexity and detail, such as representing a face with a circle and including details. |
| * Use drawing to represent ideas like movement or loud noises. |
| * Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. |
| * Explore colour and colour mixing. |
| **Being Imaginative and Expressive**  **…** *including Phase 1 Phonics* | |
|  | * Take part in simple pretend play, using an object to represent something else even though they are not similar. |
| * Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. |
| * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. |
| * Listen with increased attention to sounds. |
| * Respond to what they have heard, expressing their thoughts and feelings. |
| * Remember and sing entire songs. |
| * Sing the pitch of a tone sung by another person (‘pitch match’). |
| * Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. |
| * Create their own songs, or improvise a song around one they know. |
| * Play instruments with increasing control to express their feelings and ideas. |

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