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Headteacher: Mrs J Palmer

28th September 2020

Dear Parents and Carers,

We are writing to inform you of the arrangements for the Early Years Foundation Stage (EYFS) early adopter scheme in the academic year 2020/2021.

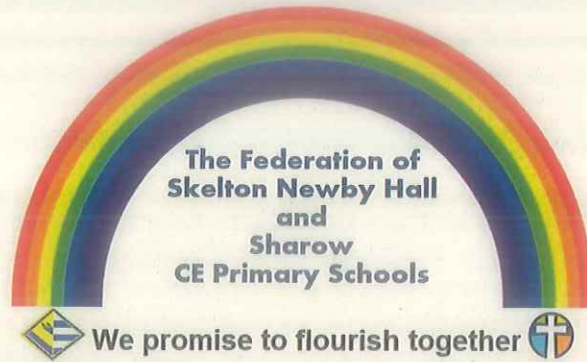
Early Years – Early Adopter Status

At the end of their Reception year, we assess your child on a set of Early Learning Goals in a variety of areas of learning. The Government has decided to change and update the Early Learning Goals and has offered schools and EYFS provisions the chance to adopt the new Early Learning Goals one year early, in September 2020.

Our Federation has made the decision (along with our local cluster of schools) to adopt the reformed EYFS framework before it becomes statutory in 2021/2022. and from this year we will be using the new and updated Early Learning Goals to assess your child at the end of their Reception year. New non-statutory guidance to support learning over the Reception year has been released alongside these new Early Learning Goals, this is called Development Matters. Development Matters is not a checklist of things that your child should do, rather it is guidance for adults who work with children, to help them to support and embed into your child's learning journey.

The reforms to the curriculum bring some exciting changes which we are all keen to embrace and implement into our practice. The updated Early Learning Goals are on the following page and you can read the 'EYFS early adopter framework- Development Matters' by following the link below:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/914443/Development_Matters_-_Non-statutory_curriculum_guidance_for_the_early_years_foundation_stage_1.pdf?fbclid=IwAR1sAGWcZ0vruKkPZ2sFtaxLIU_ohDYZxyPGHjG-iKRrNLUP1afRrkb6uJw





What does this mean for your child?

Nothing will change for your child. We will continue to offer them the highest quality learning experiences in school and we will continue to develop the whole child, thinking about how they learn and who they are as individuals. We hope that your child is unaware that anything different is going on, it is definitely business as usual for them!

What does this mean for parents/carers?

Nothing will change for parents/carers. We will continue to support you to the best of our ability and value your opinions and knowledge of your child. We will still use Tapestry to record your child's learning journey and you may notice new assessment tracking at the bottom of observations. You will still be invited to regular post observations to Tapestry or adventures that you get up to at home in order to support our end of year judgements. Many of you may want to see the new goals and guidance and links to these are at the bottom of this letter.

What does this mean for Early Years staff?

Our staff have studied the changes and new guidance closely. In the final term of the year, the EYFS Profile will be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities and their attainment against expected levels. This year the Local Authority will not moderate our judgements however we will continue to moderate through our Federation as well as with our local cluster of EYFS teachers from other schools. We would hope that the Government will ask our opinion of the changes they have made and that we can help to inform the future of Early Years Education.

We hope that this letter has provided you with the relevant information regarding the early adopter year. If you have any questions, please do not hesitate to contact your child's class teacher.

Best wishes,

Miss Coventry
EYFS Lead



Updated Early Learning Goals

End of Reception Year Expectations

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
<p>Speaking</p> <ul style="list-style-type: none"> 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 from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 	<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
<p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 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. 	<p>Mathematics</p> <p>Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistently with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
<p>The Natural World</p> <ul style="list-style-type: none"> 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. 	<p>Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	

