



# The Early Years Foundation Stage:

A Summary



Support children to become confident and competent in their own learning. This includes the early years curriculum and an emphasis on play-based learning. It also includes the EYF's learning objectives.

**Play**  
 Play is essential to children's development. It is through play that children learn to solve problems, explore their world, and develop their social skills.



**Communication and Language**  
 Children should be encouraged to use language to express their thoughts and feelings. This includes listening to others and being understood.

### Key Messages

- Support children to become confident and competent in their own learning.
- Play is essential to children's development.
- All children should be encouraged to use language to express their thoughts and feelings.
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**Physical Development**  
 Children should be encouraged to engage in physical activity that promotes their health and well-being.



**Personal, Social and Emotional Development**  
 Children should be encouraged to develop their self-awareness and confidence. This includes understanding their own feelings and those of others.

**Communication and Language**  
 Children should be encouraged to use language to express their thoughts and feelings. This includes listening to others and being understood.

### Learning and Development

Children should be encouraged to learn through play. This includes exploring their world and developing their problem-solving skills.

**Mathematics**  
 Children should be encouraged to explore numbers and shapes through play.



**Science**  
 Children should be encouraged to explore the natural world through play.



### Health and Well-being

Children should be encouraged to engage in physical activity that promotes their health and well-being. This includes understanding their own feelings and those of others.

**Communication and Language**  
 Children should be encouraged to use language to express their thoughts and feelings. This includes listening to others and being understood.

**Personal, Social and Emotional Development**  
 Children should be encouraged to develop their self-awareness and confidence. This includes understanding their own feelings and those of others.

**Physical Development**  
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**Learning and Development**  
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**Communication and Language**  
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**Personal, Social and Emotional Development**  
 Children should be encouraged to develop their self-awareness and confidence. This includes understanding their own feelings and those of others.

### Summary

The Early Years Foundation Stage (EYF) is a framework for the early years curriculum. It is designed to support children's learning and development from birth to five years of age.

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# Teaching Foundation Stage

**Janet Kay**



## Teaching Foundation Stage:

**The Early Years Foundation Stage** Ioanna Palaiologou, 2009-11-25 Palaiologou has chosen essays for this collection which will stimulate critical awareness and discussion of the early years foundation stage She provides an interesting background to the politics policy and legislation which underpin and inform the EYFS This book covers policy and pedagogy assessment communication and more *The Foundation Stage Teacher in Action* Margaret Edgington, 2004-09-22 The book takes a deeper insight into the role of the practitioner and provides invaluable information Nursery Education I think the book would be good value for money for anyone working within a foundation stage team Foundation Stage File The Foundation Stage Teacher in Action is one of the definitive texts on the foundation stage in which Margaret Edgington deals with the realities of practice based on theory and early years principles It is immensely practical and easy to read and while it deserves to be read from cover to cover this New Edition is particularly accessible for those who want to dip in or who need to refer to a specific chapter Early Education If you are new to the Foundation Stage have been working in the Early Years for a few years or for longer than you care to remember if you have responsibility for employing staff for the Foundation Stage within your setting or if you work in a different key stage but have co ordinator responsibility for the Foundation Stage you should buy this book National Campaign for Nursery Education Newsletter This is classic in the world of nursery education and this Third Edition with its new title reflecting the changes in that world is as exciting and challenging as earlier versions Margaret Edgington s campaigning zeal is undiminished as she asserts the prime need for specialist teachers to work with young children in the Foundation Stage and backs this claim with authoritative research references This is a strong passionate authoritative text and I shall keep it close to hand for my own work Marian Whitehead Nursery World This is the third generation of books dealing with the pedagogy of the early years from Margaret Edgington the first two being her editions of *The Nursery Teacher in Action* originally published under the name Margaret Lally The changes that have come about in early years education notably the introduction of the Foundation Stage with its accompanying curriculum guidance and assessment requirements meant that many early years books have needed updating This Third Edition is more than an update it represents some very hard thinking about what practitioners now need to know to be effective and presents this by revisiting the original book s themes Escalate Paul Chapman Publishing and Margaret Edgington have pulled off a real gem of a book with updated sections thank you for the Forest school stuff for example and fresh insights The hard work has really paid off thanks so much Nick Swarbrick Oxford Brookes University This Third Edition brings a broader perspective to the early years world Margaret s years of experience as a practitioner and consultant in the field are evident and she manages to blend good practice policy and theoretical aspects bringing an astute yet sensitive approach to the early years practitioners varied experiences and qualifications The book reaches not only those who are starting on their careers as early years practitioners but also those who have been there a long time and witnessed many often bewildering changes where their

beliefs and practice have been challenged The new edition should be essential reading not only for those working in the field whatever stage in their careers but also for anyone who seeks to understand small children and support them in the best way possible Angela D Nurse Head of Department of Childhood Studies Canterbury Christ Church University This is a fully revised and updated edition of the author s best selling book The Nursery Teacher in Action Second Edition This book now includes an extended section on leadership on managing the foundation stage and involving the team in monitoring and evaluating foundation stage practice Curriculum planning and assessment now reflect the new statutory guidance on the Foundation Stage Curriculum and Profile The author reviews the implementation of the Foundation Stage and the Profile positive developments and areas which are still proving challenging New material is included on the broadening role of the foundation stage teacher in integrated multi disciplinary services and providing support in other settings The book has been updated to include recent findings from Effective Pedagogy projects and other research on learning styles The Foundation Stage Teacher is essential reading for all early years students and practitioners early years course tutors and teachers new to working with 3 5 year olds and also primary headteachers

Early Years Foundations: Critical Issues Janet Moyles, Jane Payler, Jan Georgeson, 2014-01-16 The new edition of this best selling book looks critically at the 2012 Early Years Foundation Stage curriculum and draws attention to issues that underlie the EYFS and the implications for children from birth to five With its questions for reflection and discussion further reading and useful websites Early Years Foundations is essential and informative reading for students studying any early years or early childhood course or working towards Early Years Teacher Status Among the many challenges facing early years professionals there are continual dilemmas arising between perceptions of good practice the practicalities of provision and meeting OfSTED requirements This exciting and innovative new edition supports practitioners in thinking through their responsibilities in tackling some of the many challenges they encounter for example that children are still perceived as deficit in some way and in need of being school ready rather than as developing individuals who have a right to a childhood and appropriate early education Chapters explore the rationale behind early years practice based on theory and research covering important topics including Prime and specific areas of learning and development Observation and assessment Pedagogy Working with parents Difference and diversity Contributors Sue Bingham Gill Boag Munroe Liz Brooker Helen Clarke Anne Cockburn Rosie Flewitt Jan Georgeson Michael Jones Lilian G Katz Caroline Leeson Paulette Luff Jayne Osgood John Parry Jane Payler Karen Phethean Linda Pound Anne Rawlings Jonathan Rix Sue Rogers Anita Soni Suzy Tutchell Judith Twani Jane Waters David Whitebread Early Years Foundations Critical issues is a timely and valuable edition for the early childhood bookshelf offering high quality scholarship combined with deep understanding of early childhood practice Jane Murray PhD Senior Lecturer University of Northampton UK This book stands out amongst the crowd for a number of reasons In particular the status of the three editing authors means that the content of the book is to be trusted to be both informed and thorough in its attention to detail and this second edition has

been carefully updated to incorporate recent reforms and initiatives The editing authors insistence on the creation of an early years text that centres on a critically reflective review of contemporary policy and research can only help to build the argument for a better future for young children s care and education Dr Kathy Goouch Reader in Education Canterbury Christ Church University UK This book is not another bland how to do it manual to accompany the EYFS it goes much further in offering a truly challenging critique This should be essential reading for experienced practitioners as well as Early Childhood Studies students Denise Hevey Professor of Early Years University of Northampton UK *Teaching Early Years Foundation Stage* Jo Basford,2008 The Early Years Foundation Stage EYFS provides a framework for learning development and care for children from birth to five This book is concerned with the EYFS within the context of Achieving QTS and is a key text for all primary trainees covering this stage of children s learning It clearly links the principles and commitments of the EYFS with the new standards for QTS while covering all the required content The book reflects the new emphases on the continuous nature of learning from birth to five the inter relatedness between care learning and development and the importance of sensitive transitions The New Early Years Foundation Stage: Changes, Challenges And Reflections Beckley, Pat,2013-08-01 This book provides an overview of the proposed changes to the Early Years Foundation Stage framework raising contemporary issues **Teaching Assistant's Handbook: Primary Edition** Janet Kay,2005-12-08 *Teaching for Understanding Across the Primary Curriculum* Lynn D. Newton,2002 The book discusses the complex nature of understanding and what it means to teach for understanding The processes and strategies that can support teaching for understanding are then exemplified in the context of different areas of the primary elementary 4 11 years school curriculum **A Guide to Teaching Practice** Louis Cohen, Lawrence Manion, Keith Morrison, Keith R. B. Morrison,2004 A Guide to Teaching Practice has long been a major standard text for all students of initial teacher training courses This new edition has been thoroughly revised and updated to take account of the many changes that have taken place both within Knowledge and Understanding of the World in the Early Years Foundation Stage Stella Louis,2012-11-12 The Practical Guidance in the Early Years Foundation Stage series will assist practitioners in the smooth and successful implementation of the Early Years Foundation Stage Each book gives clear and detailed explanations of each aspect of Learning and Development and encourages readers to consider each area within its broadest context to expand and develop their own knowledge and good practice Practical ideas and activities for all age groups are offered along with a wealth of expertise of how elements from the practice guidance can be implemented within all early years settings The books include suggestions for the innovative use of everyday ressources popular books and stories Knowledge and understanding of the world cuts across all of the EYFS guiding themes and this book will encourage practitioners to think about and develop their own understanding of the implications for inclusion respect for oneself and for others irrespective of ethnicity culture or religion home language family background learning difficulties gender disabilities or abilities **Planning and Using Time in the**

**Foundation Stage** Jill Williams, Karen McInnes, 2014-04-04 Operating on two levels this book aims to help students and practitioners understand how to plan and use time effectively within the foundation stage setting The book examines how children learn and play at different times of day how they function when they might be tired or hungry and how best to organize the learning day with this in mind The authors discuss the issue of environment how children relate to different areas within their own room and what happens when routines of time and place are altered The book also discusses how to develop children's understanding of time and how to incorporate the theme of time into children's play The book includes practical activities and examples that will allow children to fully comprehend the concept of time advice on how to create time for children to learn through play inquiry and investigation sections on how time can be used to include parents colleagues and the local community This book provides in depth analysis of how effective use of time can be beneficial for parents children and staff in early years setting *Quicklook at Education* Alan Pritchard, 2012-08-01 A layman's guide to education in a 90 minute read **A Study of the Transition from the Foundation Stage to Key Stage 1**, 2005

**Learning in the Early Years 3-7** Jeni Riley, 2007-06-26 This second edition book is a welcome contribution to the early years literature base providing much needed information and a somewhat innovative response concerning how effectively to translate the Early Years Foundation Stage into practice Early Years This second edition of Learning in the Early Years has been fully updated to bring it in line with the Statutory Framework for the Early Years Foundation Stage The presentation and style is very readable and accessible and as such the book provides an excellent resource for students and experienced early years practitioners alike Early Years Update Praise for the First Edition It was a joy to read this book This book provides a wealth of ideas for reflection as well as guidance to promote knowledge and skills essential in early years teaching Dario Pellegrini Educational Psychologist I found it hard to put it down I particularly liked the way it followed through into Key Stage 1 Who Minds An important contribution to difficult work Elizabeth Quintero The Steinhardt School of Education New York University This fully updated Second Edition of Learning in the Early Years 3 7 has been written to support early years practitioners understand and implement the new curriculum guidance document The Early Years Foundation Stage DfES 2007 In this book Jeni Riley clearly explains how to meet the requirements of the EYFS document and how this relates to the National Curriculum and the Primary National Strategy Framework for teaching for literacy and mathematics Offering informative and inspirational guidance on planning learning and teaching opportunities across the curriculum this book will help you to promote social intellectual aesthetic spiritual and physical development in your setting Topics covered include appropriate and lively ways of working with young children developing subject knowledge supporting children for whom English is an additional language the role of adults when interacting with children to support learning the place of information and communications technology the transition between the Foundation Stage and Key Stage 1 The book also draws on recent research on child development on how babies think and on effective learning and teaching for children aged

37 All early years students and practitioners will want to have this book to hand to guide them through the new guidance and to support them daily to implement successful practice Jeni Riley Reader in Literacy in Primary Education Institute of Education University of London

**Primary Professional Studies** Alice Hansen, 2018-06-04 Primary teacher training is challenging Trainees must be prepared to consider teaching in innovative ways while remaining focused on the unchanging requirements of children's learning The fourth edition of this popular core book supports trainee teachers working towards primary QTS who need to take account of the diverse aspects of primary professional studies This is a comprehensive core text for the primary professional studies module It begins with an exploration of the curriculum and reviews the current curriculum The text moves on to look at The Developing Child encouraging students to focus on child centred teaching and learning and explores the needs and learning journeys of all children The fourth edition includes new chapters on technology and learning mindfulness in the classroom reflective practice and completing research and writing assignments for primary teacher training

Teaching Early Years Foundation Stage Jo Basford, Elaine Hodson, 2008-07-07 The Early Years Foundation Stage EYFS came into force in September 2008 and established a framework for providing learning development and care for children from birth to five This book examines the EYFS within the context of Achieving QTS and is a core text for primary trainees covering this stage of children's learning It links the principles and commitments of the EYFS with the new standards for QTS while covering all required content The book examines the continuous nature of learning from birth to five the inter relatedness between care learning and development and the importance of sensitive transitions

**Early Childhood Education and Care** Margaret Clark, Tim Waller, 2007-06-04 A much needed book that uniquely brings together policy and practice in early childhood education and care across the United Kingdom and the Republic of Ireland It offers a wealth of information and useful websites and addresses so that importantly readers can keep abreast of the rapidly changing external environment in these countries An essential read for those wishing to understand the background to policy and practice in early childhood education and care Linda Miller The Open University This book is long overdue it provides effective cameos of developments in each country highlighting key legislation the underlying philosophy the formation of policies and their implementation in state voluntary and private provision The International Journal of Early Childhood This unique resource will be invaluable in helping students and others trying to understand the context of current early years provision The case studies bring the book to life and ground it in the stories of real children and their families They highlight how the similarities and differences in support for children and their families are more dependent on where they live than what they need Lesley Staggs Early childhood education and care policy has an impact on the daily lives of early years practitioners and the families and children they work with and practising and trainee early childhood professionals need to have an understanding of current policy as well as the contexts for policy making and implementation Currently the majority of textbooks for early years education and early childhood students in the UK focus on the situation in England As a result

readers may have a skewed perspective on policy and practice and not be aware of the varying and different contexts in Northern Ireland Scotland and Wales Also those working in settings not in England have to work hard to apply texts to their own contexts In contrast this book gives the reader easy access to information on the policies and practices in ECEC across each of the countries in the UK and the Republic of Ireland Each chapter covers o background information o policy and practice in early childhood education and care o transition o schooling and curriculum o quality assurance examination and inspection o professional development and training o future and imminent changes o case studies of children s lives In addition to describing the legislative political and practical situation in each country the book enables comparisons to be drawn and helps readers interpret the data critically It will be essential reading for modules on comparative education and international perspectives but will also form a foundation for all modules involving policy and provision on Early Years Education Early Childhood or Childhood Studies courses Practitioners undertaking CPD modules or foundation degrees and international students looking for comparative data will also find the book useful

*The Thinking Child* Nicola Call,2010-06-10 The book is packed with information about brain based learning but is easily accessible with great illustrations it s a book that is full of life and humour Like ALPS there are loads of practical ideas and suggestions backed up by the theory of why brain based learning works I wholeheartedly recommend this book for any early years practitioner or parent of a preschool child who wants to know more about how children learn This new edition of *The Thinking Child* is fully updated with reference to the new Early Years Foundation Stage EYFS and Every Child Matters The book considers the most recent research into the brain and learning and offers practical advice on how to reflect these findings across the whole range of early years provision in schools and other settings This new edition contains guidance on current challenges facing practitioners such as dealing with stressed and over scheduled children the philosophy and benefits of including every child and how to address practical issues that might arise in different settings The authors offer practical advice on implementing statutory requirements maintaining a balance between child initiated and adult led activities and making the most of existing resources

**Sport Education in Physical Education** Dawn Penney,2005 Click on the link below to access this title as an e book Please note that you may require an Athens account

[Education, Law and Diversity](#) Neville Harris,2020-01-09 This new edition of *Education Law and Diversity* provides extensive updated analysis from a legal perspective of how the education system responds to social diversity and how the relevant social and cultural rights of individuals and groups are affected It spans wide ranging areas of school provision including types of school including faith schools the school curriculum choice of school out of school settings and duties towards children with special needs and disabilities It gives extensive coverage to children s rights in the context of education and includes considerable new material on issues including relationships and sex education exclusion from school home education equal access counter extremism and academisation The new edition also retains and updates areas of debate in the book such as those concerned with

multiculturalism and the position of religion in schools It continues to focus on England but also makes reference to other jurisdictions within the UK and internationally It is essential reading for anyone interested in the legal and related policy issues surrounding children s education today *Child Centred Planning in the Early Years Foundation Stage* Jo McEvoy, Samantha McMahon, 2019-05-27 This practical text supports early years students and practitioners to build confidence in planning for learning across all stages of the EYFS and in the many different contexts in which it is delivered

Uncover the mysteries within Crafted by is enigmatic creation, Discover the Intrigue in **Teaching Foundation Stage** . This downloadable ebook, shrouded in suspense, is available in a PDF format ( Download in PDF: \*). Dive into a world of uncertainty and anticipation. Download now to unravel the secrets hidden within the pages.

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