

EARLY YEARS FOUNDATION STAGE (EYFS)

The Early Years Foundation Stage Statutory Framework PSED Educational Programme states:

"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 later life.

The EYFS Modules are organised under four subheadings, these include:

Enabling Environment

What is an enabling environment?

A physical and emotional environment where children feel safe, secure, comfortable and ready to learn.

This may include basic areas set up indoors/outdoors. These areas are always available, well-organised and open-ended and may include: role play, craft, snack, exploratory/science, construction, small world areas etc.

Explorations

What constitutes an activity in this context?

Experiences for children to access independently, offering opportunities for children to be responsible for their own learning.

Opportunities for children to transfer the experiences to areas of their choosing. To be open-ended.

Role of the Adult

What is the role of the adult?

Sensitive interactions: interventions to extend and challenge.

Stimulation: providing activities and experiences to extend learning, including development of adult-directed activities into continuous provision.

Modelling strategies: for thinking, scaffolding and questioning to extend learning and discovery.

Adult-directed activities: to further explain a concept.

Parents & Carers

How do we involve parents/carers?

Ideas suggested to involve parents/carers in children's learning and development creating a two way flow of ideas and information sharing; school or setting to home and home to school or setting.

