

FLAMSTEAD VILLAGE SCHOOL

Focus: Early Learning Goals/ EYFSP
(Early Years Profile)

Date: 13th January 2026

Presenter: Miss C Stout

AIMS OF THE MEETING

As your child nears the end of their time in Reception, you may hear more about the EYFS profile. This meeting will explain more about the profile, including what it is and how it will be completed. I hope you find this meeting useful.

If you have any questions or concerns, please feel free to arrange a meeting with me another time.

This PowerPoint will also be available on the school website if you want to revisit this.



EYFS FRAMEWORK

(EARLY YEARS FOUNDATION STAGE)

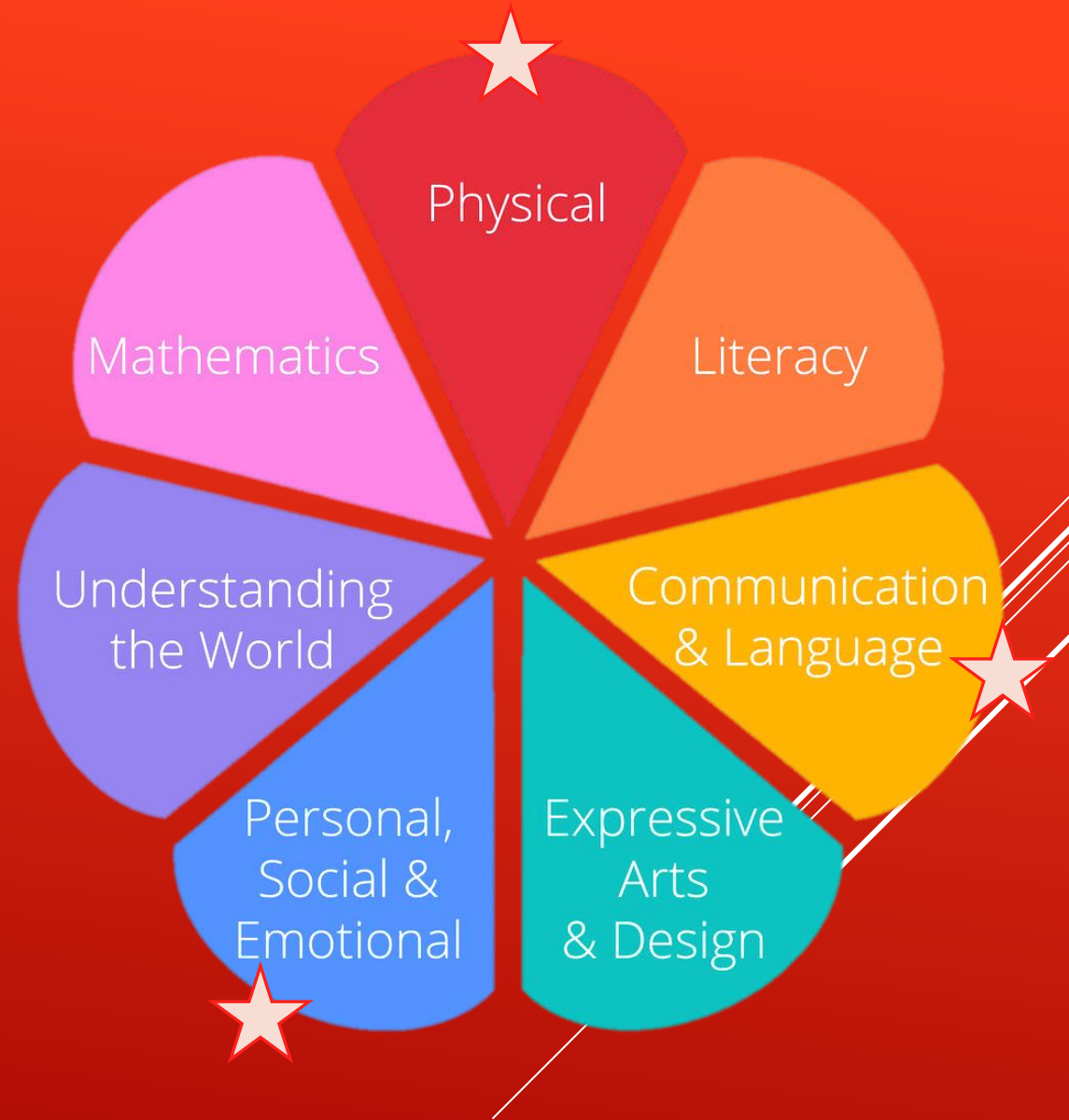
The Early Years Foundation Stage (EYFS) statutory framework is a government document that all schools and Ofsted-registered early years providers in England must follow. It sets standards for the learning, development and care of your child from birth to 5 years old. The standards ensure your child will learn and develop well and are kept healthy and safe.

The EYFS framework outlines seven areas of learning and development and educational programmes.

There are three prime areas of learning, which are particularly important for your child's development and future learning.

★ = prime areas

There are four specific areas of learning, through which the prime areas are strengthened and applied



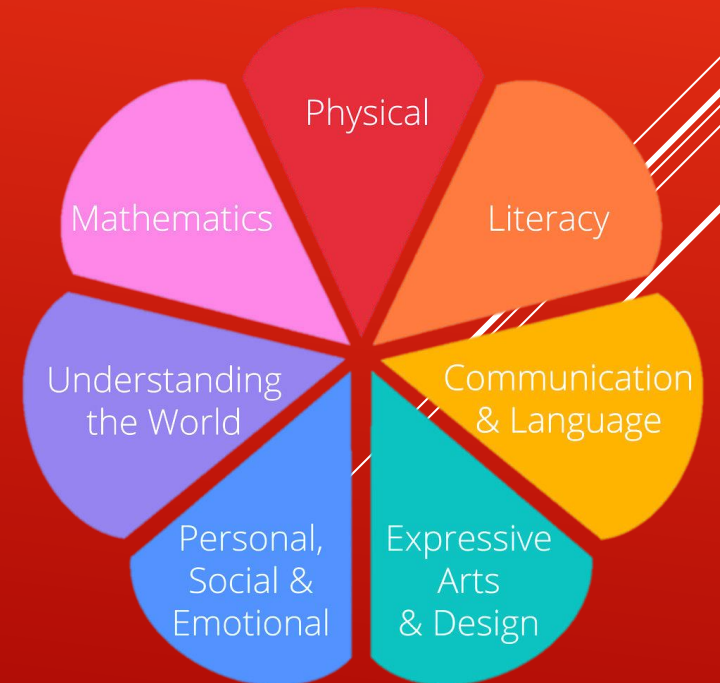
ELGs

(EARLY LEARNING GOALS)

What are the Early Learning Goals?

The Early Learning Goals (ELGs) are the goals or targets children are expected to achieve at the end of their reception year. They are not the curriculum, but an end point measure of what a child should be demonstrating at the end of the Early Years Foundation Stage across all the 7 areas of learning.

Handouts**



Communication and Language

Listening, Attention and Understanding

- 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.

Speaking

- 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.

Physical Development

Gross Motor Skills

- 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.

Fine Motor Skills

- 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.

Personal, Social and Emotional Development

Self-Regulation

- 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.

Managing Self

- 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.

Building Relationships

- 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.

Understanding the World

Past and Present

- 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.

People, Culture and Communities

- 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.

The Natural World

- 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.

Expressive Arts and Design

Creating with Materials

- 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.

Being Imaginative and Expressive

- 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.

Literacy

Comprehension

- 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.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent 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.

Writing

- 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.

Mathematics

Number

- 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.

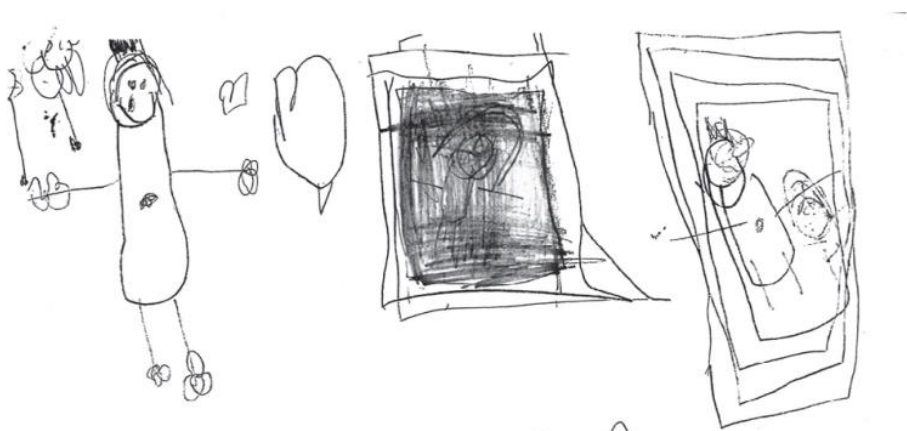
Numerical Patterns

- 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.

ELGs

(EARLY LEARNING GOALS)

What does expected writing look like?



I went to
London I saw
bong I went to
the moyses
m



I watched a
dinosaur movie
it was sooper
exsiting



a a stnort wst his
Lupa sow his
he put agas
soot on.



pleze doant
BRAX the
case

ELGs

(EARLY LEARNING GOALS)



What does writing look like in Cherry Class?



EYFSP

(EARLY YEARS FOUNDATION STAGE PROFILE)

What Is the EYFS Profile?

The EYFS profile is sometimes known as the early years profile or EYFSP.

It summarises a child's attainment at the end of the Early Years Foundation Stage (EYFS), which is when they finish their reception year.

In September, the child will then move into key stage 1 as they enter their year 1 class.

Deadline for schools to send data to LA is 30th June 2026

These then get sent to the DfE by the 31st July 2026

EYFSP

(EARLY YEARS FOUNDATION STAGE PROFILE)

How Is the Profile Completed?

Reception teachers will use their knowledge of what each child knows, understands and can do in order to decide the outcomes presented in the profile. They will also take into account the views of other people, including parents and carers, other members of staff and other agencies, such as childminders or speech and language teachers.

For each of the seventeen early learning goals, children will be awarded an outcome. This will be either:

- ▶ • 'Emerging' - meaning that the child is not yet reaching the expected level
- ▶ • 'Expected' - meaning the child has reached the expected level

These outcomes will be shared with the child's parents/carers and their year 1 teacher.

Remember, there is no need to worry if your child is given an emerging level for one or more of the goals. Children develop at different rates and the main purpose of the profile is to provide support for each child at the correct level as they continue through the school.

EYFSP

(EARLY YEARS FOUNDATION STAGE PROFILE)

How Will the Profile Outcomes Be Used?

The main purpose of the EYFS profile is to help create a smooth transition into year 1. The profile results will be shared and discussed with the child's year 1 teacher to enable them to plan activities to meet the needs of all children in the class and to develop an understanding of each child's needs.



WHAT CAN I DO AT HOME?

ENCOURAGE INDEPENDENCE

During mealtimes, encourage your child to cut up their own food using child-safe knives and forks. Start with soft food before moving to food that is slightly tougher.

For the majority of children, they should be holding their pencil with a three-fingered tripod grip.

Encourage your child to get themselves dressed on their own. Start by giving them a little bit of help with things, such as their top button or start off zips, until they can do this independently.

Discuss different feelings and try acting out various emotions for your child to identify. Also, recognise and talk about the feelings characters may be experiencing in the stories that you read together.

Try and use new words throughout the day to expand your child's vocabulary. You could swap one word for another. For example, instead of saying 'it is a bright colour', you could say 'it is a very vivid colour'. You could also repeat sentences back to your child and add in extra descriptive words. For example, if your child says 'I like apples,' you could say, 'Yes, I like juicy, ripe apples too'.

Encourage your child to practise writing simple words and sentences using the phonic sounds that they know. You could give them different purposes for writing, such as writing a shopping list, writing a greetings card or a postcard.

Practise reading common exception words (tricky words)

Put out a pile of dried pasta, cubes or pom-poms and each grab a handful of items. Count how many you each have and then compare quantities. Which quantity is greater than or less than the other? Do this several times. Did you ever get two quantities that were the same?

Make comparisons of life when you were a child to what life is like now for your child. What has changed and what has stayed the same? You could also look at some old photos or items found around the house

Explore a range of art techniques, such as collage, printing or rubbing. Your child could make a card or decoration for an upcoming celebration.

GOING INTO YEAR 1

How Can I Help My Child after the EYFS Profile?

Over the summer holidays, before your child starts year 1, there are plenty of activities you can do with your child to build on the skills they have been learning in reception. These include:

- Reading stories together
- Talking about activities and your child's ideas
- Writing about somewhere you visit or something you do
- Playing counting and number games
- Creative activities, such as painting and drawing
- Exploring the natural world by visiting a garden or park



QUESTIONS?

If you have any questions please do not hesitate to ask Miss Stout

Thank you for coming and I hope it was useful.

