

The early years foundation stage framework essay

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In this study I am traveling to be reexamining the Early Years Foundation Stage Framework (EYFS) looking at the rules, how they underpin our Early Old ages scenes and are based on the theory of innovators. I will so cover the value and importance of drama and how this is a major portion of kids ' s acquisition. I will sketch how we got to where we are today with the EYFS Framework including the importance and the impact it has had on today ' s practitioners. At the terminal of the reappraisal I will look at how preparation and the go oning professional development of practitioners is indispensable. PrinciplesDictionary definition- ' a truth or general jurisprudence that is used as a footing for a theory or system of belief ' Oxford English Dictionary, 3rd edition 2005Early Years Foundation Stage rules:

- A alone kid- every kid is a competent scholar from birth who can be resilient, capable, confident and self-confident.
- Positive Relationships- kids learn to be strong and independent from a base of loving and unafraid relationships with parents and/or a cardinal individual.
- Enabling Environments- the environment plays a cardinal function in back uping and widening kids ' s development and acquisition.
- Learning and Developing- kids develop and learn in different ways and at different rates and all countries of Learning and Development are every bit of import and inter-connected.

Today ' s kids are the chief precedence in every Early Years pattern. The Early Years Foundation Stage must be underpinned by rules back uping every country of a kid ' s development.

They are all of equal importance and demand to be in topographic point when caring for kids. They work together supplying a stimulating and valuable pattern, bringing of the EYFS and setting the legal demands in to perspective. They besides support kid ' s demands and involvement which means appropriate activities are delivered. Key innovators and theoreticians such as Montessori and Margaret MacMillan have been analyzing how kids learn for over 200 old ages. Through analyzing and detecting kids they realised and established what was of import for a kid to develop and larn. Margaret MacMillan came to her theory after detecting the affect poorness was holding on kids. She became cognizant of the importance of researching the natural universe, being outside in unfastened infinites and having regular repasts, bath clip and plentifulness of slumber. As harmonizing to M.

MacMillian ' In alfresco baby's room kids had no scrutinies to sit, no formal construction to the twenty-four hours but had clip to play, to run free in unfastened infinites, experience the Sun and the air current and research the natural universe. (how kids learn pg24) Key innovators and theoreticians still act upon our rules and learning today, as we guarantee that kids ' s acquisition is extended and that they have entree throughout the twenty-four hours to both the indoor and outside country and non merely at set times. The out-of-door country is now an extension of the schoolroom conveying the indoor countries out-of-doorss including function drama, composing, horticulture, and caring for life stock. Children ' s households who are on a low income are besides offered free school repasts to guarantee the kid received a healthy balanced diet and all kids are given the clip and infinite to rest throughout the twenty-four hours. Value of drama '

Play is a powerful incentive, promoting kids to be originaive and to develop their thoughts, understanding and linguistic communication.

Through drama, kids explore, apply and prove out what they know and can make ' Rumbold study pg7 56 All babes and kids enjoy playing, it is an indispensable portion of their turning up and is needed for kids to make their full potency. It allows the kids to be ' in charge ' of their ain acquisition and is used everyday, this allows us to see a batch more of their accomplishments instead puting the scene for them. Children are able to unite their drama with acquisition in a safe environment as C. Macintyre (into VIII) states ' although the kids might be seen to be ' just playing ' all the clip they are larning, merely every bit fast as they can ' Play supports a kid ' s holistic development as PLAY ' play underpins all development and acquisition for immature kids. Most kids play spontaneously, although some may necessitate grownup support, and it is through drama that they develop intellectually, creatively, physically, socially and emotionally.

Children can larn everything through drama and it is an effectual manner of larning so it should be made merriment and gratifying for both the kids and the parents. It is besides of import that kids and practitioners understand they are allowed to play and that it is through drama that they learn. When playing kids of course develop their accomplishments and to move out and over come any issues they have in the immediate universe. It is besides where the kids do their thought, job resolution and usage first manus experiences so it is of import that the practitioners and parents enter the kids ' s universe and promote their drama.

Playing can take topographic point anyplace non merely in the schoolroom but the out-of-door country every bit good and kids need to be given clip and infinite to topographic point. The journey of Early Years Foundation Stage course of study The journey of how we got to today ' s EYFS course of study started in 1990 with the Rumbold study ' starting with quality ' . It researched in to the quality of instruction for under five ' s and how the procedure of a kid ' s acquisition is merely every bit of import as the result. The study states ' Children ' s imaginativeness can be nurtured by reacting to their wonder. With encouragement and stimulation, this wonder will develop into a thirst for, and enjoyment of, larning. ' In 1996 Desirable Outcomes were introduced dwelling of six countries of acquisition: personal and societal development, linguistic communication and literacy, mathematics, cognition and apprehension of the universe, physical development, and originative development. The Curriculum Guidance was so set up in 2000 for the Foundation Stage kids aged 3-5 old ages. It meant they had their ain course of study which supported their demands within the 6 countries of larning.

Under each country so had set ends which gave counsel and construction to their instruction. Each kid will accomplish these ends at their ain rate and are the foundation of their acquisition. It was so noticed that kids under 3 besides needed some counsel so in 2003 Certain start introduced a model known as Birth to three: back uping our youngest kids introduced. It takes a holistic attack in small stepping rocks caring for kids demands and modus operandi.

These are covered by four constituents: A strong kid, adept communicator, competent scholar and healthy kid. Today every pattern is required to follow the Early old ages model. It complies and supports all kids from birth to five and offprints from the National course of study. It focuses on development, acquisition and attention of the kid. The model The EYFS model is one papers which all scenes working with kids will hold to follow with. It includes both instruction and attention and is supported by the four rules (appendix) . For a effectual scene it is of import that the following cardinal points are in topographic point.

This has had a immense impact on practician as it ensures every kid ' s development is being met and they are seen as an person. Detecting a kid is an of import portion of the daily function of a practician within an Early Old ages puting. As detecting a kid you are able to detect the kid ' s involvements, likes and disfavours, behavioural forms, asses the kid ' s phase of development and place any forms in the kid ' s acquisition. S. Isaac pg 35 how kids learn ' allowed grownups to truly acquire to cognize kids, that their emotions were non hidden ' It can besides foreground any concerns you may hold and ensures that the kid is seen as an person with all its demands being met. Detecting a kid involves looking, listening and being activity involved.

Measuring a kid is of equal importance as detecting them, as you use the information from the observation to place the kid ' s accomplishment and program the kid ' s following stairss in their development and acquisition. ' Ongoing appraisal is an built-in portion of the acquisition and development procedure ' EYFS Statutory Framework pg 16 2. 19 In my ain scene we are on a regular basis detecting kids during drama as this is when we feel we

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gain more from detecting the kids as they are more comfy and show the accomplishments that they have learnt.

We so take the kid ' s observation and enter their accomplishments in their single profiles and larning journeys. From looking at their accomplishments we so plan their following stairss. This procedure is a uninterrupted rhythm as shown in the diagram. Planing There are three different types of be aftering Long-term, Medium term and short term all of which are of import as they guarantee all countries of a kid ' s development are equally met. It besides ensures all the rules are being underpinned within the scene and that the kids have entree to a broad scope of country including indoor, outdoor and a quiet country. Planning besides enables countries of development to be linked together so the kids are developing a scope of accomplishments and larning.

In my puting the kids are really much involved with the planning as we are interested in what the kids want to larn. We use short-run hebdomadal programs (Appendix) and reexamine the activities each twenty-four hours including to see how successful they have been and to widen the kids ' s acquisition. Good planning is the cardinal to doing kids ' s larning effectual ' EYFS FRAMEWORK rule pg12 2. Record maintaining Keeping a record of kids ' s development is exhaustively of import as it monitors a kid ' s advancement and accomplishments. Besides highlights any forms in a kid development and is used as grounds to demo parents, outside professionals and instructors.

In my putting each kid has their ain Learning Journal which they are involved in. It consists of the kid profile, grounds of their development and larning utilizing exposures, observations and their ain work. This is shared between the kid, their parents and the practitioners. Relationships with parents and importance of describing to them Parents are a critical portion of a kid ' s acquisition as they are their chief pedagogues. A good relationship between the parents and the scene helps to construct a strong connexion which enables the parents to back up their kid and offer a continuity of outlooks, experiences and behavior ' All households are of import and should be welcomed and valued in all scenes ' rule parents as spouses 2. 2The parents besides have an apprehension of the EYFS and so understand how of import it is for their kid to play and how they their function as a parent is needed for them to develop. Within my scene we support the parents by doing certain they feel involved and apprehended.

We have an unfastened door policy which allows parents to come and speak to a member of staff when they feel they need to. We besides offer parent audiences, workshops, assisting manus events and inform them of any information through meetings, newssheets, telephone calls and home/school journals. Training Learning does non halt one time leaving school you continue to larn throughout your life and within your professional calling, today this is known as Lifelong Learning. So With frequent alterations to the Curriculum it is of import that practitioners continue to maintain up to day of the month with the preparation, as this helps them to develop on their cognition and better their accomplishments within their calling.

It besides allows them to reflect on their ain acquisition experiences and to detect their accomplishments.