

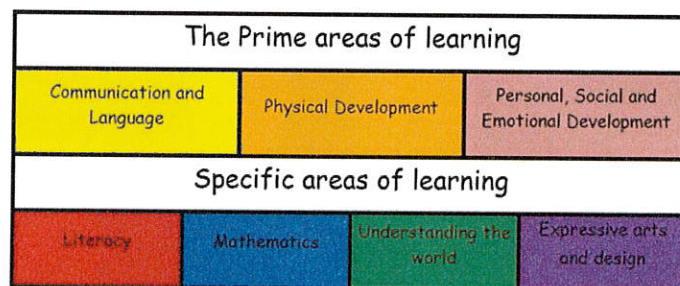
The EYFS is broken down into four age bands, called **Development Matters bands**: 16-26 months, 22-36 months, 30-50 months and 40-60 months.

For each age band, and each area of learning, there is a series of statements relating to a child's development: for example, 'notices simple shapes and patterns in pictures'. Teachers will tick off these developmental statements as they see your child demonstrating them.

Assessment is ongoing throughout the EYFS, but the official EYFS Profile for each child is completed in the final term of FS2. The class teacher will decide if children have achieved the **Early Learning Goals** for each area of learning. Within each of the development matters bands there are three separate achievement levels:

- **Emerging:** your child is beginning to show evidence of understanding in this age band
- **Developing:** your child is developing further understanding within this age band
- **Secure:** your child's knowledge is secure within this age band

On exit from FS1, practitioners would expect children to be secure within the 30-50 months age band or entering within the 40-60 months age band. Your child will be given a level for each of the seven EYFS areas of learning. On leaving the Foundation Stage, a child is considered to have a 'good level of development' if they have achieved at least the expected level in the Early Learning Goals in all aspects of PSE, Physical development, Communication and language, Literacy and Mathematics.



1. **Communication and language development** – This involves giving children opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves & to speak and listen in a range of situations.
2. **Physical development** – This involves providing opportunities for children to be active and interactive as well as develop their co-ordination, control & movement. Children are also helped to understand the importance of physical activity & to make healthy choices in relation to food.
3. **Personal, social and emotional development** – This involves helping children to develop a positive sense of themselves & others, to form positive relationships & develop respect, to develop social skills & learn how to manage their feelings, to understand appropriate behaviour in groups & to have confidence in their own abilities.
4. **Literacy development** – This involves encouraging children to link sounds & letters & so begin to read & write. Children are given access to a wide range of reading materials (books, poems & other written materials) in order to ignite their interest.
5. **Mathematics** – This involves providing children with opportunities to develop & improve their skills in counting, understand & use numbers, calculate simple addition & subtraction problems as well as describe shape, space & measures.
6. **Understanding the world** – This involves guiding children to make sense of their physical world & community through opportunities to explore, observe & find out about people, places, technology & the environment.
7. **Expressive arts and design** – This involves enabling children to explore & play with a wide range of media and materials, as well as providing opportunities & encouragement for sharing their thoughts, ideas & feelings through a variety of activities in art, music, movement, dance, role-play, design & technology.