Topic: A Report on the EYFS/KEY STAGE 1 Assessment Guidance Instructions and title of the assignment: ‘Write a report demonstrating an understanding of the EYFS/Key Stage 1, and consider how the early years’ environment provides a favourable environment in scaffolding the learning and development of all children. Looking at one of the EYFSareas of learning, plan an activity, which will meet the development and learning ofall children. Learning Outcomes to be met:L.O.1​:Demonstrateanunderstandingoftheunderpinningpolicy,andprinciplesofthe EYFS and Key Stage 1 curriculum nationally and internationallyL.O.2:Examineandevaluateoneaspectofthecurriculainrelationtochildren’slearning and developmentL.O.3​:Examinetheroleofearlyyears’practitionersinprovidingafavourableenvironment and in scaffolding children’s learning development Guidance for the Report Use headings and subheadingsIntroductionState the aim and intentions within this report.Introduce the activity you have planned and the age group it is intended for.Introduce the structure that it will take, logically.PrinciplesandpoliciesoftheEYFS,NationalCurriculumKeyStage1andinternational perspectivesEYFSInthissectionshowwhatyouknowabouttheEYFSstatutoryframeworkandtheaccompanying Development MattersExplain a bit about the history of early year’s education in UKWhat legislation underpins it, now and previously. What is the plan in the current consultation for changing it? Introducethethemes,principlesandpracticefromEYFSandsaythesewillbeillustratedanddiscussedfurtherintherestoftheReport.AlsoCoreandSpecificareas\*Supportfromreferencesfrombooksandarticlesaswellaslegislationandpolicydocuments is highly recommendedKS1 National Curriculum What legislation underpins it? Introduce the principlesExplainthepractice,coreandfoundationsubjects,programmesofstudyandattainment levels\*Supportfromreferencesfrombooksandarticlesaswellaslegislationandpolicydocuments is highly recommended International Early Years CurriculaOfferabrief,butcritical,comparisonwithoneortwointernationalEYcurricula.PerhapsWalesorScotland?SwedenorGermany?Orsomewherefurtherafield.What are the similarities and / or differences to EYFS? Below is the activity I chose:Nature of activity and area of learning: Selection of exotic fruits which include paw paw, mango, pineapple, passion fruit in support of the children’s personal, social and emotional developmentAge:4 yearsRationale:From previous experience and children’s interest in different fruits.To introduce children to fruits, by examining the fruits the children will feel, smell, look andlisten.Learning Intention:For the children to learn to think carefully before making judgementThe children will learn to use descriptive language as they examine the fruit.Which fruits they like best and which fruits they do not like and why.Areas of learning:Personal, social and emotional development Physical development Communication, language learning and development, literacy.Resources needed: Paw paw, mango, pinneaple, passion fruit, knife and plastic cups.Differentiation:As some children may need support, they will be encouraged to taste the fruits.I will also extend the use of language through description with words such as smooth, sweet,wrinkled, soft.Environment:I will convert the structured snack area into a fruit observational area and an opportunity forthe children to explore the different types of fruit.Implementation:To support the children to take part in the activity by discussing the name of places wherewe can buy the fruits such as the supermarket, Grocery stores and so on.Encourage the children to describe the different shapes and sies of the fruits.Invite the children to touch and feel the fruits.