



Project: Traditional Orchards in the Lower Tees Valley

POTENTIAL AREAS OF LINKAGE WITH THE EARLY YEARS FOUNDATION STAGE FRAMEWORK

Of the six areas of Learning and Development within the EYFS framework, the two which are supported most strongly by the *Traditional Orchards of the Lower Tees Valley* project are **Knowledge and understanding of the world** and **Creative development**. Early learning goals which can readily be addressed by this project are highlighted below in the extracts from the EYFS statutory Framework (www.nationalstrategies.standards.dcsf.gov.uk/node/151379).

In addition, there will of course, be aspects of the project that support elements from the other areas of Learning and Development.

'Knowledge and Understanding of the World

Educational programme

2.13 Children must be supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning must be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, **plants and objects in their natural environments** and in real-life situations; undertake practical 'experiments'; and work with a range of materials.

Early learning goals

2.14 By the end of the EYFS, children should:

- Investigate objects and materials by using all of their senses as appropriate.
- Find out about, and identify, some features of living things, objects and events they observe.
- Look closely at similarities, differences, patterns and change.
- Ask questions about why things happen and how things work.
- Build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary.

- Select the tools and techniques they need to shape, assemble and join materials they are using.
- Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning.
- Find out about past and present events in their own lives, and in those of their families and other people they know.
- Observe, find out about and identify features in the place they live and the natural world.
- Find out about their environment, and talk about those features they like and dislike.
- Begin to know about their own cultures and beliefs and those of other people.

Creative Development

Educational programme

2.17 Children's creativity must be extended by the provision of support for their curiosity, exploration and play. They must be provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology.

Early learning goals

2.18 By the end of the EYFS, children should:

- Respond in a variety of ways to what they see, hear, smell, touch and feel.
- Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.
- Explore colour, texture, shape, form and space in two or three dimensions.
- Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.
- Use their imagination in art and design, music, dance, imaginative and role-play and stories.'