

Early Years Foundation Stage Framework Changes and Implementation w.e.f. 1st September 2021

The [updated Early Years Foundation Stage \(EYFS\) Framework](#) has been welcomed by the sector. Pearson has reviewed the Early Years Practitioner and Early Years Educator qualifications to ensure that it still meets the requirements. Whilst there are no changes required for the qualification, we would like to emphasise that all delivery and assessment is carried out to support the knowledge and skills that underpin the changes in the updated EYFS framework and learners continue to be safe practitioners.

Changes in the EYFS Framework and its relationship to our licence to practice qualifications

Changes in the updated EYFS		Pearson qualifications where these may apply in practice			
		Level 2 Technical Diploma in CPLD (Early Years Practitioner) 603/0509/5	Level 2 Diploma for the Early Years Practitioner 603/4999/2	Level 3 BTEC National Diploma (601/7571/0) and Ext Diploma (601/7572/2) in CPLD (Early Years Educator)	Level 3 Diploma in CLD (Early Years Educator) 601/2963/3
		The units listed below may be directly linked to elements of the EYFS changes, but it is important to state that the whole revised EYFS framework must be used for teaching, learning and assessment of all units where applicable.			
Prime areas of Learning and Development	Changes have been made to the wording in the educational programmes. Specifically, this means: - they are longer, there is more depth, and they contain examples of things that you can do with children - there is a new focus on early language and extending vocabulary, with more examples on how to embed and develop vocabulary skills across all 7 areas, because this improves child development in a broad curriculum	Unit 3: keep up to date with changes to support daily practice in the settings Unit 2: understand all areas of development including language development Unit 5: support the language development through play Unit 6: apply all the learning in supporting	Unit 2: describe the patterns of development including language development and initiate activities for holistic development including speech, language, and communication. Unit 6: Supporting children with communication, literacy and language development, using language and	Unit 2: Supporting literacy development through speech communication and language including building a visual vocabulary Unit 3: Benefits of play for early language development Unit 11: Examine the learning and development and assessment	Unit 1: understand children's development including speech, language, and communication Unit 2 Implementing all 7 areas of learning and development for EYFS including communication and language. Unit 4: Plan and Implement purposeful play opportunities and

		literacy and language development for children with different needs and abilities. Unit 7: reflect on knowledge and professional skills and practice specially for developing communication, literacy, and language.	vocabulary appropriate to age and stage of development. Unit 10: Understand the importance of early intervention to support the speech, language and communication needs of children, making use of play and activities to support early language development	requirements of the Early Years Foundation Stage to include the relationship between the prime areas of learning and the specific areas of learning Unit 15: development of English for children with another home language	experiences to include all areas of learning and development.
Safeguarding and Welfare	There have been some minor changes to the safeguarding and welfare section, including a new requirement to promote the good oral health of children.	Unit 1: demonstrate principles of safeguarding and promote children's health, safety and wellbeing Unit 4: ensuring safeguarding when providing physical care	Unit 1: Understand the Safeguarding legislation, policies and procedures that underpin day to day practices. Unit 4: knowledge and understanding of their own roles and responsibilities in relation to safeguarding and promoting the protection and welfare of children, including online safety.	Unit 5: understand legislation and guidance on keeping children safe, creating safe environments, and responding to any concerns appropriately Unit 11 includes examining the safeguarding and welfare requirements of the EYFS	Unit 2 Apply safeguarding and welfare requirements within the EYFS Unit 8 Child Protection and Safeguarding
		Unit 4: help children with care routines including oral care.	Unit 8: Demonstrate the support given for all personal care routines including oral care.	Unit 6: taking care of physical needs of children including care for hair and teeth	Unit 20: supporting physical care routines including care of teeth

Assessment Arrangements	Age 2 Progress check <i>No changes have been made to the progress check at age 2. This is the only statutory assessment that people working with pre-reception children will need to carry out.</i> <i>The purpose of the 2 year check is to help identify strengths and any areas where progress is less than expected. It is not a requirement to identify a child as emerging or expected for the 2 year check.</i>	Unit 2: to demonstrate knowledge of the developmental milestones and apply the knowledge of age-related milestones to support progress	Unit 10: apply the knowledge and understanding to monitor children's development and take necessary intervention.	Unit 11 includes assessment arrangements in line with EYFS	Unit 2 Implementing education programmes within EYFS and plan for progress using observations and support children's progress towards EYFS outcomes. Unit 5: making use of assessment in early years settings
Early Learning Goals (ELGs)	- The early learning goals have been changed to make them clearer and more specific. They are more focused on the main factors that support child development at age 5. The 7 areas of learning and development are: - communication and language - personal, social and emotional development - physical development - literacy - mathematics - understanding the world - expressive arts and design The goals are there to be used to assess children at the end of reception year, rather than for pre-school children.	Unit 2: explore patterns of development and expected milestones for each age group across all 7 areas of learning and development Unit 3: recognise the role of parents/carers in child's learning and development Unit 5: understand how play supports all areas of learning and development	Unit 1 understand the statutory guidance for practice in early years, which includes areas of learning and development	Unit 11 includes the learning and development requirements and how to prepare children for school by the time they reach the age of five years in line with EYFS	Unit 5: Make Accurate and Productive Use of Assessment in Early Years Settings

Additional Resources and Useful links:

[Birth to 5 Matters guidance and resources](#)

[Development Matters](#)- Non-Statutory curriculum guidance for the EYFS which has now been republished. The changes here include:

The simplification of age bands from 3 to 6 to avoid tracking activities that do not support child development.

- birth to 3
- 3 and 4-year-olds
- children in reception

There's more flexibility to allow for professional judgements based on one's knowledge and experience, instead of using the early learning goals or age bands in the framework to track children's progress.

[Improving Oral health: supervised toothbrushing programme toolkit](#)

[COVID-19: supervised toothbrushing programmes](#)