

# *The Early Years Foundation Stage (EYFS) Curriculum*

Our curriculum provides a stimulating nurturing and flexible environment where each pupil's Individual needs are responded to through our activity-based curriculum. Pupils learn through a wide and varied range of purposeful and spontaneous play opportunities and activities. We firmly believe that learning should be awe-inspiring, challenging and plenty of fun, which provides the motivation necessary for rapid development in pupil's thinking and understanding. This approach strengthens key skills and attitudes across the curriculum, thereby enabling pupils to make a smooth transition to the next stage of their education with a sense of achievement and confidence.

We follow the Early Years Foundation Stage curriculum which is delivered through balance child-initiated and teacher-led activities. Within the curriculum there are 3 Prime areas and 4 specific areas.

Much of the curriculum is taught through a medium of topics which motivate the pupils as well as embed their interests and ideas as the topics evolves in order to heighten their interest in what they are learning.

## *EYFS Topic Outline*

<b>Autumn Term 1</b>	<b>Spring Term 1</b>	<b>Summer Term 1</b>
<b>Ourselves</b>	<b>Traditional Stories</b>	<b>Transport and People who help us</b>
<b>Autumn Term 2</b>	<b>Spring Term 2</b>	<b>Summer Term 2</b>
<b>Festivals/Celebrations</b>	<b>Growing Things incorporated with Traditions Stories</b>	<b>Animals and Creatures</b>

### ***Characteristics of Effective learning***

Playing and exploring, active learning and creating and thinking critically, underpin learning and development across all the areas and enable the child to become an effective and motivated learner.

### ***Personal, Social and Emotional Development***

Personal, Social and Emotional Development is a vital area of a child's development. This is the promotion of personal qualities, skills, attitudes and values, which enable individuals to think for themselves, manage relationships with others, understand moral issues, accept responsibilities and prepare to play an active role as citizens.

### ***Communication and Language***

In EYFS, children are surrounded by a rich environment which supports all aspects of Communication and Language. Children are encouraged to express themselves clearly and confidently through dance (school mime team), worship time, assembles and school productions in and out of school to a wider audience. There are many opportunities for group and whole class discussions and children are encouraged to develop their listening skills in a range situations as well.

## **In details these are the Prime Areas and Specific Areas**

### ***Prime Areas***

***Communication and Language***

***Physical Development***

***Personal, Social and Emotional Development***

### ***Specific Areas***

***Literacy***

***Mathematics***

***Understanding the World***

***Expressive arts and Design***

### ***Physical Development***

The area of Physical Development is two-fold.

#### ***Moving and Handling***

- . This is where children experiment with different ways of moving
- . This is where children develop their gross motor skills which in turn, lead to creating good fine motor skills.

#### ***Health-Care and Self-Care***

- . Children gain an awareness of their own bodies and managing personal hygiene.
  - . Children learn the importance of of good health and physical exercise.
- We are very fortunate to have a state -of-the -art environment with 3 playgrounds which includes a play area with climbing equipment, bike area, sand and water area, stage area with seats, green house and mud kitchen.

### ***Literacy***

#### ***Reading***

We promote a love for reading by exposing children to a variety of genres. Children follow a reading scheme which is used throughout the whole school. Also children have Guided Reading each day whereby they pair up with a reading buddy from key stage 1 or 2. By doing this children gain a deeper understanding of how to handle books and treat them like treasure. We teach children to read in the following ways:

#### ***Picture Books***

Nursery children are given picture books to take home which encourages them to narrate the story and describe characters using pictures. As the child gains confidence and develops vocabulary, they are encouraged to think of an alternative version of the story and tell it. Reception children take home repetitive books which help them to get a larger vocabulary, enable them to become aware of pattern and rhythm of text and it allows a child to build their confidence to read fluently.

#### ***Phonics and Spelling***

*Pupils are taught phonics using the Ruth Miskin programme Read Write Inc. Pupils learn the letter name, sound and writing rhyme for each letter. This starts in Nursery whereby they learn speed sound set 1 sounds and words then continues in Reception to learning digraphs which are two letters (two vowels or two consonants or a vowel or consonants ) which together makes one sound such as ay, ee, ow, oo, ch, igh. Children are taught to decode words using phonics knowledge alongside our sound clap dance, then blend phonemes together to blend words. High frequency words are taught alongside phonics, so that children gain a large bank of words to support fluency in reading.*

## ***Literacy***

### **Writing**

In written work, pupil's emergent writing is encouraged as early as possible using our Read Write Inc programme. Children are encouraged to spell words using their phonics knowledge and incorporate high frequency words into their writing. Children are given opportunities to express themselves freely on paper, writing for a variety of purposes including stories, invitations, poems, recipes, lists, booklets and letters. Writing develops best when it is relevant and purposeful for pupils.

### **Handwriting**

A lot of emphasis is placed on developing children's gross and fine motor skills from Nursery. Children participate in mark making with a range of mediums such as paint, chalk, rice, sand, and shaving foam. Letter formation is modelled to children using our Read Write Inc phonics programme where children start by air-writing letters using the writing rhyme.

In Reception, letter formation is practiced everyday as part of our phonics session. We encourage correct pencil grip (the tripod grip) and good posture as this promotes correct letter formation and fluidity in penmanship.

## ***Maths***

Children learn mathematical and problem solving skills through a number of practical activities, games, songs and challenges. They revisit all areas regularly through out the year to ensure they have a sound understanding of mathematical concept. Children learn about the following topics:

### **Numbers**

In Nursery children taught to count using song, and rhymes, develop number recognition, select small amount of objects from a group to match with given number, count a group of objects and generally develop awareness of one to one correspondence when counting objects.

### ***Shape, Space and Measure***

In nursery children are exposed to different shapes in the environment, positional language and patterns.

In reception children begin to use mathematical names for 2D and 3D shapes, learn about weight, capacity, time, and money. They begin to understand that maths is all around us and, as their understanding grows, so too does their language.

## **Understanding the World**

This area involves guiding pupils to make sense of their physical world and their community. This is done by providing opportunities to explore, observe and find out about people, places, technology and the environment.

Pupils are encouraged to explore and investigate, drawing on their own personal experiences and observing closely using their senses.

Understanding the World is divided into three sections:

- People and Communities
- The World
- Technology

We aim to equip the pupils with the following skills:

- Show curiosity and interest in the features of objects and living things
- Describe and talk about what they see
- Show curiosity about why things happen and how things work
- Show an understanding of cause and effect  
Show an awareness of change
- 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
- To be able to operate simple equipment e.g. CD player, use a camera or remote control.
- To know that information can be found, saved and retrieved on computers.

## Understanding the World

These skills are often taught through the EYFS topics. From Reception, pupils also visit the computing suite as well as having interactive whiteboards and iPads in the classrooms.

## Expressive Arts and Design

Art and Music form part of the Expressive Arts and Design strand in the Early Years Foundation Stage. Pupils develop their creativity and imagination by engaging in role play.

They explore the visual, tactile and sensory qualities of materials and processes. Pupils learn about the role of art, craft and design in their environment. They begin to understand colour, shape, space, pattern and texture and use them to represent their ideas and feelings. In art, we aim to teach the pupils to:

- explore different mark-making using a variety of materials
- draw from observation
- explore shape, size, pattern and texture
- use different pencils to achieve different effects (tones)
- produce imaginative drawing
- use paint and other mediums to explore: autumn colours, light/dark colours, primary colours, hot and cold colours
- create models from junk
- experiment with clay to realise its shape and texture can be changed
- explore the qualities of different fabrics
- recognise the similarities and differences of various materials

# Working beyond a basic curriculum

Our children enjoy fun weekly sessions of Music and French.

## Music Curriculum

All pupils in Nursery and Reception have music and singing lessons with a specialist teacher every Thursday. They learn how to play recorders and learn rhythm through clapping, tapping and singing. We also have an Early Years choir which includes all children. They learn many songs within the classroom and enjoy learning them using the interactive whiteboard. Pupils develop their sense of pitch, pulse and musicality through singing, beat keeping activities and moving to music. All musical activities are strongly linked to wider development of language and motor skills, with particular emphasis on active listening.

The lessons aim to:

- develop musical memory and accurate pitching through listening and singing
- support development of language and motor skills
- sing in a class, in a group and as an individual
- develop a sense of pulse
- aid musical expression, understanding and relating to music
- develop listening skills
- explore and experience concepts of musical opposites: loud/soft, high/low, fast/slow, sound/silence
- develop confidence and self-esteem
- through singing, pupils will also explore the musical links related to their cross curricular topics.

## French Curriculum

All pupils in Nursery and Reception have French lessons with a specialist teacher every Tuesday. These lessons support the development of vocabulary through songs, games and activities.

The lessons aim to:

- develop a positive attitude towards foreign language learning
- familiarise children with sounds of the French language and develop their ability to listen attentively
- help children to become confident in using phrases and words other than their mother tongue
- develop listening and concentration skills
- develop social skills associated with interpersonal behaviour and communication
- enjoy a variety of language-learning activities
- enable children to use the French language creatively and/or for their own purposes, to understand simple language supported by mime, puppets and pictures
- promote independence
- enable children of all abilities to experience success and develop personal confidence
- promote gross and fine motor skills and visual literacy.