



## Early Years Foundation Stage

### Curriculum overview

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

#### **Our Early Years Foundation Stage seeks to provide:**

- quality and consistency so that every child makes good progress and no child gets left behind
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

#### **The four guiding EYFS principles shape practice in our early year's setting:**

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
4. **Learning and Development**. We understand children develop and learn in different ways and at different rates. The EYFS framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

It is our intention that our curriculum provides the basis for learning and development but that, following best practice, class teachers adapt to and reflect the individual and collective interests, passions and needs of the children in their class.

## Teaching in EYFS:

**Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.** Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1. (EYFS Framework (Early Adopters) July 2020,p16.)

The foundation for our curriculum and the learning experience will be rooted in the 'Prime Areas' of the EYFS Framework: **Communication and Language; Personal, Social and Emotional Development and Physical Development.** The four specific areas, **Literacy, Maths, Understanding the World, and Expressive Arts and Design,** will build on these firm foundations and ensure that children are ready for the depth and breadth of our Key Stage 1 curriculum.

## The Characteristics of Effective Learning

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are: playing and exploring - children investigate and experience things, and 'have a go' active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## Reading

Our EYFS children are taught to read through RWI from the beginning of Reception until they complete the programme. This focuses on early reading and writing skills. Our purpose in EYFS is also to build the foundations of learning which will prepare the children for our Key Stage 1 curriculum. As communicators, our children will experience a wider curriculum which is underpinned by oracy and language. Our children will build confidence as oral communicators who will become fluent readers and writers and are prepared for the next step in their education. Our EYFS curriculum will be language-rich, foster a love of our literary heritage, encourage children to take pleasure in books and acquire knowledge across the broader curriculum. The children will be read to throughout the day, every day, from a range of high-quality texts and will have independent access to a broad range of books.

## Early Learning Goals

Throughout the year, children's knowledge and skills across the seven areas are developed through a mix of adult-led, adult-initiated and child-initiated activities and by access to high quality continuous provision which meets their learning needs and next steps.

<b>Prime Areas:</b>	<b>Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.</b>
<b>Communication and Language</b>  ELG: Listening, Attention and Understanding ELG: Speaking	<b>To develop children's spoken language and listening comprehension, children are taught to:</b> Follow simple spoken instructions. Speak clearly, taking turns and listening to what others say. Participate in talk on a range of topics, both through play and in a class discussion. Listen attentively to a range of stories, non-fiction, rhymes and poems. Become familiar with traditional and modern stories, recognising and joining in with predictable phrases, reciting some traditional and modern rhymes and poems by heart. Talk about stories they had heard and say which ones they liked. Take part in role play in familiar and everyday contexts.
<b>Personal, Social and Emotional Development</b>  ELG: Self Regulation ELG: Managing Self ELG: Building Relationships	<b>To develop children's ability to self-regulate, control their attention span, build relationships and develop independence, children are taught to:</b> Name and talk about their feelings and emotions. Explain right and wrong and the reasons for rules. Ask for and wait for something they want, showing understanding, patience and sensitivity to others' needs. Listen attentively to others in a range of situations. Set their own goals, work towards these, and celebrate their successes. Take turns and play cooperatively, using a range of strategies to deal with disagreements. Be independent and take care of themselves and their belongings.
<b>Physical Development</b>  ELG: Gross Motor Skills ELG: Fine Motor Skills	<b>To develop children's gross and fine-motor control skills, children are taught to:</b> Negotiate space and obstacles safely. Demonstrate balance and coordination. Move energetically in a range of ways, such as running, jumping, climbing, hopping, skipping and climbing. Hold a pencil effectively for writing using the correct tripod grip. Use a range of small tools such as cutlery, scissors and paint brushes. Draw with some accuracy and care. Understand and follow healthy and active habits.

<b>Specific Areas</b>	<b>Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied.</b>
<b>Literacy</b>  ELG: Comprehension ELG: Word Reading ELG: Writing	<b>To develop children’s literacy skills in Reading and Writing we ensure:</b> <u>Reading is at the heart of the curriculum</u> - listening to stories, poems and rhymes to support children’s imagination, enhance their vocabulary and develop their comprehension. Systematic synthetic phonics plays a critical role in teaching children the alphabetic code to support early reading and writing skills. Children are taught from the RWI programme from the beginning of Reception. Children are given the opportunity to apply their phonic skills in a range of age appropriate ways throughout the environment, both independently and with adult support.
<b>Mathematics</b>  ELG: Number ELG: Numerical Patterns	<b>To develop understanding of mathematical concepts we prioritise:</b> The direct teaching of maths concepts with sufficient time to practise and rehearse important processes and skills. A whole-school ‘teaching for mastery’ approach to mathematics. The use of practical activities and equipment, giving young children materials to manipulate to aid their understanding and lay the foundations for visual images that represent numbers.
<b>Understanding the World</b>  ELG: Past and Present ELG: People, Culture and Communities ELG: The Natural World	<b>To develop children’s understanding of the physical world and their community, we teach children:</b> To talk about the lives of themselves, others and people in society, showing some understanding of their roles and the similarities and differences between the past and now. To know and describe similarities and differences between themselves and others, and between different religious and cultural communities. To explain some similarities and differences between life in this country and others. To make observations and notice features of the natural world. To understand changes in the seasons and talk about natural processes such as changing states of matter.
<b>Expressive Arts and Design</b>  ELG Creating with Materials ELG Being Imaginative and Expressive	<b>To ensure children have an artistic and cultural awareness which supports their imagination and creativity, children have the opportunity to:</b> Create and explore with a wide range of materials and share their outcomes. Use their imaginations to invent, adapt and recreate narratives with others. Listen to and sing songs, rhymes, stories and poems and perform these, moving in time to music when appropriate.



## Curriculum Overview

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Area of Learning	<b>All About Me, Family &amp; Community</b>	<b>Celebrations and Materials</b>	<b>Weather and Seasons</b>	<b>Growing Plants &amp; Lifecycles</b>	<b>People Who Help Us</b>	<b>Our World (Animals around the World- similarities &amp; differences)</b>
Possible Themes/Interests/Lines of Enquiry	Autumn Family Generations Grandparents. Special Boxes (All about me) Our School Local Area	Autumn/Winter Bonfire Night Remembrance Sunday Christmas around the world	Winter/Spring Chinese New Year PANTS - NSPCC	Spring Mother's Day Pancake Day/Easter Growing up/Growth and Change - Internet Safety Planting/Gardening Life Cycles- tadpoles, butterflies, chicks	Spring/Summer Who keeps me safe? What do grown ups do?	Summer Environmental/Recycling/Save the Oceans Father's Day Holidays
Enrichment	Walks to local park, shop, Post Office, Church Beach School	Theatre Trip Christmas Nativity play	Trip to Bridgerule Mill/ local woods	RHS Rosemoor Trip Cooking pancakes Outdoor learning focus	Visitors in Police, Fire, Medical, Lifeguards	Trip to Newquay Zoo One Minute Foundation - beach clean
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in story times.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
	Learn new vocabulary Use new vocabulary through the day	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	Use new vocabulary in different contexts			
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. New routines Introduce the Golden Rules through story  SCARF- Me and my relationships	Manage their own needs. Develop the confidence and self-belief to participate in a whole class performance - perform to parents  SCARF- Rights and responsibilities	Express their feelings and consider the feelings of others.  SCARF- Valuing Difference	Identify and moderate their own feelings socially and emotionally. Perform in a class assembly to parents and classes in school  SCARF- Being My Best	Think about the perspectives of others. Show resilience and perseverance in the face of challenge.  SCARF- Keeping Myself Safe	Talking about change and managing big transitions Supporting others using our experiences    SCARF- Growing and Changing
	<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>					
Physical Development	Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Be increasingly independent in putting on coats, shoes, getting dressed/undressed. ARENA: Core skills	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  ARENA: Dance 1	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. ARENA: Gymnastics	Combine different movements with ease and fluency Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.  ARENA: Games 1	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian  ARENA: Fundamental Athletics	Develop the foundations of a handwriting style which is fast, accurate and efficient. Progress towards a more fluent style of moving, with developing control and grace.  ARENA: Games 2
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility					

Literacy	Read individual letters by saying the sounds for them. Form lower-case and capital letters correctly.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
Phonics	RWI Phonics	RWI Phonics	RWI Phonics	RWI Phonics	RWI Phonics	RWI Phonics
Possible texts, (Talk Through Stories Approach)						
Nursery rhymes	Five Little Ducks Old Mother Hubbard  Sing one Nursery rhyme per week across the week - to familiarize Nursery and consolidate with EYFS. Have a bank of these.	Five Currant Buns/ Muffin man Christmas is coming	Here we go 'round the mulberry bush 1 potato... Jack and Jill	Pat-a-cake Oranges and Lemons Hot Cross Buns	Polly put the kettle on/ Miss Polly Bobby Shaftoe Ten Green Bottles	Grand old duke of York The Hokey Cokey The House that Jack built
Mathematics See Trust Maths approach	<b>EYFS</b> Numerbsense Just like me/ It's me 1-2-3/ Light and dark/ consolidation (WRM)	<b>EYFS</b> Numerbsense Alive in 5!/ Growing 6,7,8/ Building 9,10/ Consolidation (WRM)	<b>EYFS</b> Numerbsense To 20 and beyond/ first then now/ find my pattern/ on the move WRM)	<b>EYFS</b> Numerbsense Just like me/ It's me 1-2-3/ Light and dark/ consolidation (WRM)	<b>EYFS</b> Numerbsense Alive in 5!/ Growing 6,7,8/ Building 9,10/ Consolidation (WRM)	<b>EYFS</b> Numerbsense To 20 and beyond/ first then now/ find my pattern/ on the move (WRM)
Understanding the World	Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Understand that some places are special to members of their community.  <b>Healthy Eating, lifestyles and teeth</b>  Plymouth Science- All About Me  RE F1 Why is the word 'God' so important to Christians? <b>CREATION</b>	Recognise that people have different beliefs and celebrate special times in different ways.  Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past. <b>Materials</b> Plymouth Science- Celebrations  RE F2 Why is Christmas special for Christians – compare Diwali <b>INCARNATION</b>	Understand the effect of changing seasons on the natural world around them  <b>Changing Seasons</b>  Plymouth Science- Seasons  RE F4 Being Special: Where do we belong?	Explore the natural world around them.  <b>Describe what they see, hear and feel whilst outside</b> Plymouth  Science- Minibeasts and Growing  RE F3 Why is Easter special to Christians? Easter <b>SALVATION</b>	Talk about members of their immediate family and community.  Plymouth Science- People Who Help Us  RE F5 What places are special and why?	Recognise some environments that are different to the one in which they live.  Draw information from a simple map.  Recognise some similarities and differences between life in this country and life in other countries. <b>Living things</b>  Plymouth Science- Animals  RE F6 What times/stories are special and why?
Describe what they see, hear, and feel whilst outside.						
Expressive Arts and Design	Develop storylines in their pretend play.  Beach/Forest School, Transient art Transient Art - loose parts <a href="https://earlyexcellence.com/latest-news/press-articles/transient-art-and-loose-parts-play/">https://earlyexcellence.com/latest-news/press-articles/transient-art-and-loose-parts-play/</a>	Sing in a group or on their own, increasingly matching the pitch and following the melody.  Print- create a decoration for a party! / Make wrapping paper • Take rubbings e.g. leaf, brick and coin. • Create simple pictures by printing from objects. • Develop simple patterns by using objects.	Return to and build on their previous learning, refining ideas and developing their ability to represent them  Collage- create collage to represent different Seasons/Weather • Experiment with different textures. • Manipulate materials to create a planned effect.	Watch and talk about dance and performance art, expressing their feelings and responses  Painting -still life, natural/ living things • Use a variety of tools including different size brushes and tools. • Explore what happens when they mix colours. • Use particular colours for a purpose.	Listen attentively, move to and talk about music, expressing their feelings and responses.  Drawing - show different emotions through drawings } Drawing • Draw with complexity & detail. • Start to produce lines of different thickness using a pencil. • Draw to represent ideas like movement or loud noises. • Show different emotions in drawings.	Explore and engage in music making and dance, performing solo or in groups.  Sculpture - animals from around the World • Explore a range of malleable media such as clay, papier-mâché and salt dough. • Cut shapes using scissors and other modelling tools. • Construct with a purpose in mind, using a variety of resources