

Early Years' Foundation Stage

Curriculum Guide

2015-16

Welcome to the Early Years' Foundation Stage

Aims of the Foundation Stage

We:

- Provide a secure and happy environment in which our children are encouraged to work and play with enthusiasm and commitment.
- We offer the fullest possible range of experiences through a broad and balanced curriculum.
- Promoting spiritual and moral awareness in our pupils, based on Christian principles.
- Ensuring a friendly and supportive atmosphere in which our children's individual abilities and potential are fully appreciated and nurtured.
- Promoting at all times their qualities and integrity, kindness, charity and good manners.

The Early Years' Foundation Stage (EYFS)Curriculum

The curriculum is divided into seven areas, three Prime Areas are: Personal, Social and Emotional. Communication and Language and Physical Development.

The four Specific Areas: Mathematics, Literacy, Understanding of the World and Expressive Arts and Design.

Many of our activities are based on the following cross-curricular topics outlined below:

Autumn	Spring	Summer
All About People Who	New Life	Journeys/Explorers
People Who Help Us	Pirates	Africa

During the year we hold coffee mornings, a communal lunch and other opportunities for you as Parents/Carers to join us in school or accompany us on school trips.

We also welcome visitors in to school to enhance the curriculum.

Communication and Language

In the EYFS children are surrounded by a rich and engaging environment which supports all aspects of Literacy. Children participate in a multitude of practical activities, providing the basis for recording through writing. These are taught both discretely and through the topics for Nursery and Reception. The main strands of teaching are outlined below.

Speaking and Listening

Children are encouraged to express themselves clearly to individuals, groups the whole class, and through assemblies, and plays, to a wider audience. All subjects allow opportunities for discussion, and they are encouraged to share their experiences and talk about interesting events and in 'Circle Time.'

Reading

Pupils are encouraged to read through a range of genres and texts. We encourage the children to borrow books through Foundation Stage library. Through a guided reading approach the children are heard read regularly by an adult. Games and activities are used to teach the keywords engaging the children in a fun way.

Pupils take home flash cards and a reading book home to share their reading experience with their family.

Writing

Pupils are encouraged to express themselves on paper, writing for a variety of purposes including, poems, letters, stories, factual accounts, recipes and lists.

Phonics

Pupils learn their phonics through the 'Jolly Phonics' approach interweaving with Letters and Sounds. They are placed in ability groups throughout Foundation and Key Stage One to enable a **riggerous system**.

In their written work children are encouraged to spell words and use the correct spellings for keywords, initially using prompt cards to support this.

Spelling

Correct spelling formation is practiced regularly encouraging the correct pencil grip and posture.

Additional Support

The EYFS staff daily support our children and those who have a speech and language package, with activities recommended by the Speech and Language Team. Support is also given to Pupil Premium children. Children with an additional language are also supported through activities.

All support is monitored by the School SENCO.

Mathematics

Children learn mathematical problem solving skills through a multitude of practical activities. The children visit all areas regularly through the year to ensure they have a good level of understanding of the mathematical concepts.

Children learn about the following topics:

Sorting Activities

- Sort by colour, shape, size and type
- Select own criteria for sorting

Counting

- Count sets of objects reliably
- Estimate sets of objects
- Use a number line correctly
- Put numbers in the right order
- Repeat patterns using objects and number
- Use ordinal numbers, e.g. first, second and third

Addition and Subtraction

- Know one more/ one less
- Count on and back from a given number
- Use +, -, = symbols
- Know some number bonds i.e $5+0=$, $4+1=$, $3+2=$, $2+3=$, $1+4=$, $0+5=$
- Missing number $3+ \underline{\quad} =6$

Shape

- Explore the properties of 3D shapes: cone, cube, Cuboid
- Explore the properties of 2D shapes: square, triangle, square
- Use positional language: above, below, behind

Measures

- Use language to compare two quantities (long/longer, short/shorter, taller/tall, high/higher, narrow/narrower, wide/wider)
- Compare without measuring
- Estimate and order
- Estimate and order starting with heaviest/lightest
- Estimate which container holds more/ less
- Order according to capacity

Time

- Know the day
- Order days of the week
- Name the months and the seasons of the year
- Know the time: o'clock, half past, quarter past

Money

- Name coins
- Add subtract and give change

We support all of this through weekly cooking activities but there are valuable opportunities you can do with your child at home:

- Cooking-weight and capacity
- Board games-counting, matching, sorting
- Being aware of shapes in the environment
- Shopping-identifying coins and using money
- Clocks-using clocks to identify important events during the day, i.e-meal times and bed time

Understanding of the World

Science forms part of the Understanding of the World strand of the EYFS. Children are encouraged to investigate and explore, drawing on their own personal experiences and by observing closely using their senses.

We aim to equip using 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 they work
- Show an understanding of cause and effect
- Notice and comment on pattern
- Show an awareness of change
- Investigate 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

These skills are taught through the EYFS curriculum

Autumn	Spring	Summer
Senses	Change of State	Habitats
Light and Dark	New Life	Healthy Eating

Personal, Social and Emotional Development

Personal social and emotional development is the promotion of personal qualities, skills and 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. In line with our school aims the children will learn:

- The importance of valuing oneself and others
- The importance of listening
- The range of human emotions and how to manage them effectively
- Co-operation with others in work and play
- The importance of taking responsibility, both in and out of the classroom
- To respect others and their property, opinions and lifestyles
- Courtesy and kindness towards others
- The role, importance and dangers related to drugs and medicines in everyday life
- How to make simple choices that will enable them to adopt a healthier lifestyle
- To recognise the differences between right and wrong and how to make sensible choices
- That they belong to a variety of groups and communities
- Simple rules governing behaviour at school

PSHEE is taught in a discreet way but cover a broad range of themes:

- Being Me, How I feel, People I know
- Bullies, Taking turns, Being Fair
- All sorts of people , Being Angry

We also reflect British Values and Economic Education

Geography

The Geography curriculum comes under the umbrella of Understanding of the World and is organised on a topic basis. Children cover the three aspects of physical, human, and environmental Geography. The Geography skills listed below are incorporated into the various topics:

- Use of correct geographical vocabulary
- Use and develop enquiry skills
- Follow directions using map skills
- Form views and opinions about the local environment
- Be aware of the local environment
- Be aware of the wider world
- Be aware of ICT within Geography

The Geography topics in the Early Years cover a variety of areas, but many have scope for the links to be made between them.

Autumn	Spring	Summer
People who help us in our community/wider	New Life-different environments Journeys(pirates topic) – local/wider	Africa-journey of the banana-Fair trade
<ul style="list-style-type: none"> • Dentist trip • Fire station • Post Office • Bakers 	Farm visit Local park-seasonal changes-local maps	Tesco Wild Life Park World maps

History

The history curriculum is also an integral part of Understanding of the World and it's organised through a topic basis. To facilitate the development of concepts, skills and dimensions, teachers provide experiences by drawing on an assortment of resources. Children will learn:

- To sequence events and objects, in order to develop a sense of chronology
- To question about the past
- Nursery rhymes and fairy tales to place in sequence events in story using pictures and words, e.g. Jack and the Beanstalk, Humpty Dumpty
- Use simple time related to vocabulary, -e.g. yesterday, tomorrow, today, before, after, old and new.
- About past and present events in their lives and those of people they know
- To use a range of resources to find out about the past and to identify similarities and differences between now and the past.

They will learn these skills through the cross curricular topics listed below:

Autumn	Spring	Summer
All About Me Families	Old and New Toys Our Favourite stories	Explorers Local History

Religious Studies

During the Foundation Stage the children learn a number of prayers which are recited throughout the day. They become familiar with bible stories and the messages they are giving. We start to build a link with the church, visiting regularly through topic and by joining the rest of the school and local community in mass.

We follow The Way, The truth and The Light scheme of work.

The children carry out Mock a Baptism and Wedding ceremony.

The RE curriculum has a strong link with the PSED curriculum and weaves into the rest of the Foundation Stage:

- ✓ Me and my senses
- ✓ We are unique, made in the image of god
- ✓ Special friends
- ✓ Special objects
- ✓ Our beautiful world
- ✓ Special places
- ✓ Making friends
- ✓ Special books
- ✓ Beginnings
- ✓ Living things
- ✓ Special people
- ✓ Beginning responsibility

All EYFS children address aspects of the Early Learning Goals and as such, RE features as a big part of Understanding of the World and personal, social and Emotional development.

ICT

The ICT curriculum is also an integral part of Understanding of the World. ICT is part of the daily organisation of the classroom.

e.g. Ipads, laptops, interactive whiteboard, cd players, cameras, Bebots, torches, walky-talky.

The children are encouraged to talk about the use of ICT in the wider world. They begin to use simple devices to capture images and sounds. They use a computer keyboard to identify letters and numbers. They begin to use graphic and music software to create simple pictures and tunes.

They programme Bebots to complete simple tasks, learning directional language. They use remote controlled toys and realise that all machines can be controlled.

Children name parts of a computer and develop mouse control. They take an interest in ICT and can take turns with equipment.

Children are taught about the importance of being safe and following e-safety rules when using the computer.

Art

Art forms part of the Expressive Arts and Design strand in the Early Years Foundation Stage. Pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processed. They learn about the role of art, design and craft in their environment. They begin to understand colour, shape, pattern and texture and use them to represent their ideas and feelings. We aim to teach the children to:

- Explore different mark making using a variety of materials
- Draw from observation
- Explore shapes, size, patterns and texture
- Use different pencils to achieve different effects (tones)
- Imaginative drawing
- Draw myself
- Use paint and other mediums to explore: Autumn colours, light/dark colours, primary colours, hot and cold colours
- Create textural markings
- Explore the properties of different mediums
- Repeat patterns and shapes
- Experiment with clay to realise its shape and texture can be changed
- Explore the qualities of different fabrics
- Find different ways of changing fabric, e.g. cutting fraying
- Recognise the similarities and differences of different materials
- Explore ways of threading materials

Children in the Foundation Stage learn these skills through the following topics:

Autumn	Spring	Summer
Draw	Printing	Textiles
Painting	3D Clay	Collage Materials

You can help your child to develop these skills by encouraging them to do lots of drawing, painting and other colouring, cutting, gluing with PVA and making 3D objects. Encourage your child to look at the world around them and to develop their observational and imaginative skills.

Music and Dance

During Nursery and Reception the children develop their skills by participating in the Christmas production, the U Dance Festival, class and Key Stage assemblies and an annual visit to the Puppet theatre.

They also develop their skills through taught sessions:

- Developing musical memory and accurate pitching through listening and singing
- Exploring the singing through voice and different kinds of voice production
- Sing in class, in a group and as an individual
- Develop a sense of pulse
- Learn simple music terms including tempo, sound, silence, rhythm and graphic score
- Develop listening skills
- Explore and experience concepts of musical opposites: loud, soft, high, fast, slow, sound and silence
- Develop confidence and self- esteem

The children explore music and dance linked to topics throughout the year.

Physical Education Curriculum

Through Physical Education the children are developing their gross and fine motor development. The aims are:

- To develop their hand writing
- Develop a range of physical skills
- Develop stamina and strength
- Express ideas and strength
- Express ideas in dance form
- Develop an appreciation of the aesthetic qualities of movement
- Learn how to co-operate with each other and work successfully in pairs, groups and teams
- Develop physical and mental co-operation, self control and confidence
- Develop self-confidence through the understanding on one's own capabilities and limitations
- Provide opportunities for the participation in challenge experiences in a variety of environments
- Motivate each child so that they retain a lifelong interest in all aspects of PE and recognise the importance of living and maintaining a healthy life.

The following areas will be covered in PE lessons:

Autumn	Spring	Summer
Dance, Gymnastics, Ball Skills	Games Skills	Athletics

The children are also developing these skills through the indoor/outdoor curriculum.