

Early Years Foundation Stage Curriculum Information

Children in Reception use the Early Years Foundation Stage Curriculum (EYFS). The EYFS curriculum has seven areas of learning and these are split into prime areas and specific areas.

The prime areas are:

- Personal, Social and Emotional development (PSED)
- Communication and Language (CL)
- Physical Development (PD)

These areas form the foundation for children's lives and their education, and so it is important for them to reach the Early Learning Goals (ELG's) when they leave the reception year.

The specific areas of the curriculum are:

- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

The EYFS curriculum is both an adult led and a child initiated curriculum. Adult led provision is delivered to the children by specific lessons such as Phonics, Mathematics and Literacy. The children have their child initiated time daily in the form of challenges or 'choosing time'. Each activity set up during choosing time aims to develop one area of the seven areas whilst encouraging children to extend their learning and put what they know into practice. Choosing time also encourages children to use their characteristics of effective learning. These characteristics are how the children learn and are split into three sections.

- Playing and Exploring
- Active Learning
- Creating and thinking critically

It is important for all children to use the characteristics of effective learning to encourage them to be good learners. For example learning to bounce back after difficulties, be persistent, think of their own ideas and be creative.

Another element of the EYFS curriculum is the use of the outdoor learning environment. We recognise that children do some of their best learning outdoors and so we try to maximise the opportunities for outdoor learning as much as possible. Therefore we have ensured we have enough wellington boots and a handful of waterproofs to encourage outdoor learning whatever the weather. We also encourage children to bring in clothing to match the weather; coats, wellingtons, sun hats etc.

It is vital in the EYFS for parents to be involved with children's learning development. As a result we actively use Tapestry, an online platform where both parents/carers and

practitioners can share children's work. Now that the EYFS (2020) promote fewer observations/ assessment, we like to use Tapestry as a form of communication and to gain a holistic understanding of the child's development. Parents/Carers of a child are able to safely and securely access their child's learning journey at home to see their child's progress, as well as add their own observations from home for the class teacher to see.

At the end of the Reception year, each child will be assessed by the EYFS Profile, which provides an overview to the child's knowledge and understanding, their attainment and abilities against the expected level, whilst reflecting on their readiness for Year 1. The updated profile emphasises the importance of being guided by the practitioners own knowledge and judgment when assessing the child's level of development against the Early Learning Goals (ELGs). Additionally, it emphasises the ELGs are in no way a 'tick list' but a framework to provide a holistic, best-fit judgement about a child's development, and their readiness for year 1. The ELG statements are as follow below; the new framework has moved away from, emerging, expecting and exceeding and focuses on the mastery of expected.

Communication and language		
2020	Listening, Attention and Understanding <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	Speaking <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical development		
2020	Gross Motor Skills <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	Fine Motor Skills <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.

Personal, Social and Emotional Development			
2020	Self-Regulation <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately 	Managing Self <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices 	Building Relationships <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

	even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.		
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Literacy			
2020	Comprehension <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	Word Reading <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	Writing <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters;

Mathematics		
2020	Number <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	Numerical Patterns <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the world			
2020	Past and Present <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities 	People, Culture and Communities <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from 	The Natural World <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and

	<p>and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in • books read in class and storytelling 	<p>observation, discussion, stories, non-fiction texts and maps;</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<p>plants;</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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Expressive Arts and Design		
2020	<p>Creating with Materials <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. 	<p>Being Imaginative and Expressive <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.