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 Langugage (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 their age related expectations when they leave the reception year.

The specific areas of the curriculum are:

* Literacy (L)
* Maths (M)
* People and communities (PC)
* 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, Maths and English. The children have their child initiated time daily in the form of challenges. The challenges are set up to encourage children to extend their learning and put what they know into practice. This time 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 and 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. In order to enhance this provision we have recently built an outdoor classroom and will be developing this throughout the next few terms in order to expend and further develop exciting learning experiences.

It is vital in Early Years (EY) for parents to be involved with children’s learning development. Therefore, we have recently bought into an online learning journey system called Tapestry. Parents/Carers of a child are able to safely and securely access their child’s learning journey at home to see their progress, as well as add their own observations from home for the class teacher to see.

At the end of the year, each child in reception will be assessed by the EY Profile. This is a government requirement to see if the children have attained a ‘Good Level of Development’ (GLD). The Children are assessed on 12 of 17 Early Learning Goals (ELG). A child will only be deemed as ready for the Year 1 curriculum if they have achieved the expected or exceeding standard in all 12 ELG. The Expected and Exceeding statements are attached below.

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|  | Expected | Exceeding  |
| PSEDSCSA | Confident to try new activities and say why they like some more than others. Confident to speak in familiar group, will talk about ideas and choose own resources. Say when they do or don’t need help/ | Confident to speak to class group. Can talk about things they enjoy, are good at and about the things they don’t find easy. They are resourceful in finding support when they need help or info. Can talk about plans they have made to carry out activities and what they might change if they were to repeat them |
| PSEDMFB | Talk about how they and others show feelings, talk about own and others behaviour & its consequences & know that some behaviour is unacceptable. Work as part of group or class and understand and follow rules. Adjust behaviour to different situations and take changes of routine in their stride. | Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other’s suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want. |
| PSEDMR | Children play cooperatively, taking turns with others. They can take account of one another’s ideas about how to organise their activity. Show sensitivity to others needs and feelings & form positive relationships with adults and children. | Children play group games with rules. They understand someone else’s point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that it is unacceptable. |
| PDMH | Can show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. | Children can hop confidently and skip in time to music. They hold paper in position and use preferred hand for writing, using correct pencil grip. They are beginning to be able to write on lines and control letter size. |
| PDHSC | Eats a healthy range of foodstuffs and understands the need for variety in food. Usually dry during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. | Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces. |

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| C&LL&A | Listen attentively in range of situations. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Give attention to what others say and respond appropriately, while engaging in another activity. | Listen to instructions and follow them accurately, asking for clarification if necessary. Listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group (eg assembly) |
| C&LU | Follow instructions involving several ideas or actions. Answer how and why questions about experiences and in response to stories or events. | After listening to stories children can express views about events or characters in the story and answer questions about why things happened. Can carry out instructions which contain several parts in a sequence. |
| C&LS | Express themselves effectively showing awareness of listeners needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events | Show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add info, express ideas or explain or justify actions or events. |
| LitR | Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. Demonstrate understanding when talking with others about what they have read | Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. Can describe the main events in simple stories they have read. |
| LitW | Use phonic knowledge to write words in ways which match their spoken sounds. Also write some irregular common words. Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | Can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. Use key features of narrative in own writing, |
| MATHN | Children count reliably with numbers from 1-20, place them in order and say which is 1 more/less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. | Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10 or sharing into equal groups. |
| MATHSSM | Use everyday language to talk about size, weight, capacity, position, distance, time & money to compare quantities and objects and to solve problems. Recognise, create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them. | Estimate, measure, weigh and compare and order objects and talk about properties, position and time. |

SCSA – Self-confidence and self-awareness

MFB – Managing feelings and behaviour

MR – Making relationships

MH – Moving and handling

HSC – Health and self-care

L&A – Listening and attention

U – Understanding

S – Speaking

R- Reading

W – Writing

N – Number

SSM – Shape, space and measure