

Brinkworth Earl Danby's C of E Primary School

Believe to Achieve! "Roots will grow down into God's love and keep us strong" EPH 3:17



Welcome to the Early Years Foundation Stage



EYFS Curriculum



Aims for the Early Years at Brinkworth Earl Danby's

- To make the learning process a stimulating, interactive and pleasurable experience for all children.
- To focus on the process of developing skills, rather than merely the outcome.
- To provide for each child's individual needs: supporting and extending them where appropriate, and allowing them to learn and develop at their own rate.
- To provide a broad and balanced curriculum, that is based around purposeful play and that can be built upon in Key Stage 1 and later years.
- To develop children's independence and self-esteem, by providing a safe, secure environment, in which children are not afraid to explore or make mistakes.

The Early Years Foundation Stage- what is it all about?

- Your child will already have begun the Early Years Foundation Stage Curriculum, if they have attended a pre-school, nursery or child-minder. The curriculum begins from birth and continues until age 5.
- The Early Years Foundation Stage aims to build upon what children already know and can do. It takes into account parental input and children's pre-school experiences.
- The Early Years Foundation Stage adopts a principled play-based approach.
- The Early Years Foundation Stage places great importance on the fact that parents are children's first educators. With this in mind an effective partnership between parents and the class teacher is important to help to achieve positive outcomes for the child.
- The Early Years Foundation Stage is based on Four Themes; A Unique Child, Positive Relationships, Learning and Development and Enabling Environments.
- The Early Years Foundation Stage helps practitioners to plan learning that is right for each child at each stage of their development.
- If the Early Learning Goals are not reached by the end of the Foundation Stage, then the children can continue to work towards them in Year 1.

Areas of the Early Years Foundation Stage Curriculum

Prime areas:

Communication and Language

Listening, Attention and Understanding: Children 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. They make comments about what they have heard and ask questions to clarify their understanding. They hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking: Children participate in small-group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. They offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. They 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



Gross Motor skills: Children negotiate space and obstacles safely, with consideration for themselves and others. They demonstrate strength, balance and coordination when playing. They move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor skills: Children hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. They use a range of small tools, including scissors, paint brushes and cutlery. They begin to show accuracy and care when drawing.

Personal, Social and Emotional Development

Building relationships: Children work and play cooperatively and take turns with others. They form positive attachments to adults and friendships with peers. They show sensitivity to their own needs and those of others.

Self regulation: Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. They set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. They give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing self: Children will be confident to try new activities and show independence, resilience and perseverance in the face of challenge. They explain the reasons for rules, know right from wrong and try to behave accordingly. They manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Specific areas (through which the three prime areas are strengthened and applied):



Literacy

Word reading: Children say a sound for each letter in the alphabet and at least 10 digraphs. They read words consistent with their phonic knowledge by sound-blending. They read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension: Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They anticipate - where appropriate - key events in stories. They use and understand recently introduced vocabulary during role-play and in discussions about stories, non-fiction, rhymes and poems.

Writing: Children write recognisable letters, most of which are correctly formed. They spell words by identifying sounds in them and representing the sounds with a letter or letters. They write simple phrases and sentences that can be read by others.



Mathematics:

Numbers: Children have a deep understanding of numbers to 10, including the composition of each number. They subitise (recognise quantities without counting) up to 5. They 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 doubling facts.

Numerical patterns: Children verbally count beyond 20, recognising the pattern of the counting system. They compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. They 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

Past and Present: Children talk about the lives of the people around them and their roles in society. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about their own environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

The Natural World: Children explore the natural world around them, making observations and drawing pictures of animals and plants. They 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. They understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



Expressive Arts and Design

Creating with Materials: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share their creations, explaining the process they have used. They make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive: Children invent, adapt and recount narratives and stories with peers and their teacher. They sing a range of well-known nursery rhymes and songs. They perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

The value of Play in the Early Years Foundation Stage

Children naturally explore the world around them through play. Play in the Early Years provides children with the opportunities to develop these skills, explore and take risks in a safe, secure and fun environment. These skills will be refined and built upon as they move through life and through school.

In a Reception class setting, play will be used to develop the following skills:

- Language, Literacy and Communication skills (verbal and non-verbal) through conversation, discussion and role-play, which in turn can help to develop listening skills. (Through developing a role-play area, small world toys, sand/water activities).
- Cooperation and organisational skills such as sharing and turn taking, locating and replacing resources. (Through playing games and daily routine activities).
- Fine and Gross Motor Skills which help children to manipulate apparatus/tools and develop muscle and body movement. (Activities include threading, outdoor play, playdough activities, pegs and boards).
- Mathematical skills/Practical problem solving Opportunities to develop these skills can arise from almost any activity, e.g. laying a table in role-play area (matching 1 to 1), cooking activity (mass/sharing, simple fractions), sand/water activities (capacity).
- Creative and Imaginative can be developed through role-play, musical/singing, dance and art activities.

Play also offers children the opportunity to become confident, independent learners and allows them to develop an understanding of the need to show care and concern for others. As the children move through the Foundation Stage, their skills will be built upon developmentally and the above tasks and activities will have a greater focus and structure to promote higher thinking abilities.

The EYFS Team