

## The Curriculum The Early Years Foundation Stage

The Early Years Foundation Stage sets the standards for learning, development and care for all children from birth to five years old and is the legal framework for early childhood education. There are now seven areas of learning and development that shape teaching and learning, all areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

- **communication and language;**
- **physical development;**
- **personal, social and emotional development.**

There are also four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- **literacy;**
- **mathematics;**
- **understanding the world;**
- **expressive arts and design.**

As children enter school and are secure in the three prime areas there will be a more equal focus on all 7 areas.

Our curriculum places children at the heart of the learning; it is based on children's first hand experiences and interests, and adapted according to their needs. Children's unique profiles of abilities are used as a starting point for planning. We nurture what young children want to do and know; this leads to planning effective play based learning and teaching, provision and experiences to enable them to thrive, be successful and emotionally secure.

## Assessment The EYFS Profile & The Early Learning Goals

Assessment is carried out through the children's normal learning activities and parents are kept informed throughout the year.

The EYFS Profile is completed for each child, this provides a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

Each child's level of development is assessed against the curriculum and specifically the **Early Learning Goals**. The Early Learning Goals are the expectations for children at the **end** of Reception.

## Early Years Foundation Stage Curriculum and The Early Learning Goals The 3 Prime Areas

**Communication and Language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

***Early Learning Goals for Communication and Language:***

***Listening and attention:*** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

***Understanding:*** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

***Speaking:*** children 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.

**Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

***Early Learning Goals for Physical Development:***

***Moving and handling:*** children show good control and co-ordination 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.

***Health and self-care:*** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

**Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

***Early Learning Goals for Personal, Social and Emotional Development:***

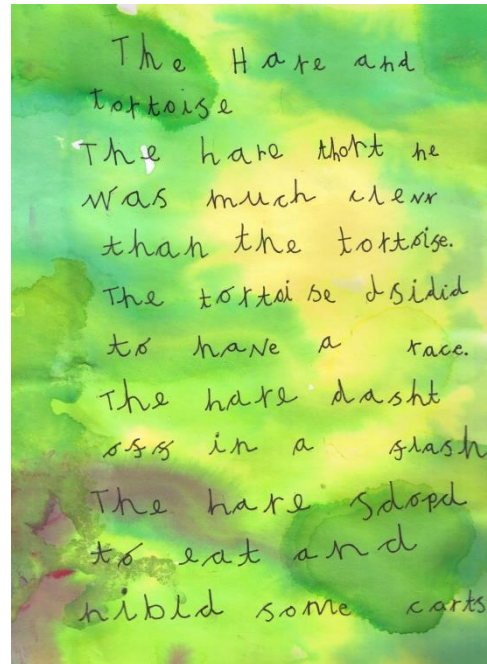
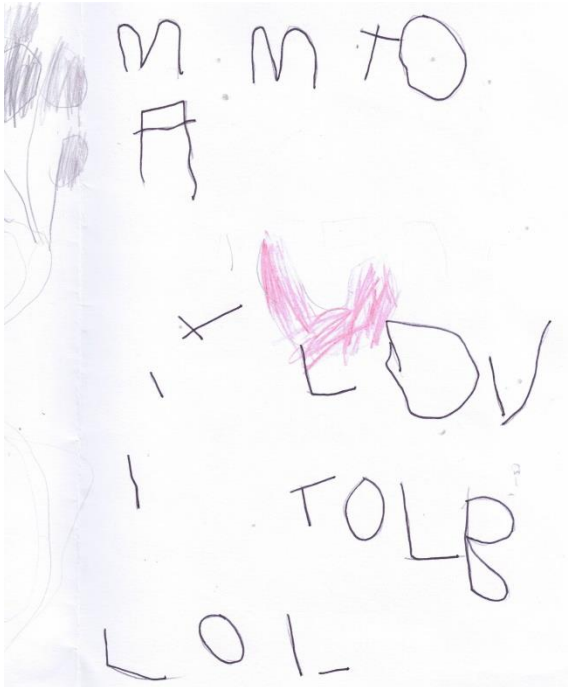
***Self-confidence and self-awareness:*** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

***Managing feelings and behaviour:*** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

***Making relationships:*** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

## Early Years Foundation Stage Curriculum – The 4 Specific Areas

**Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.



### **Early Learning Goal for Literacy:**

**Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

## Early Years Foundation Stage Curriculum – The 4 Specific Areas

**Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.



### **Early Learning Goal for Mathematics:**

**Numbers:** children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one 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.

**Shape, space and measures:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

## Early Years Foundation Stage Curriculum – The 4 Specific Areas

**Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

### ***Early Learning Goals for Understanding the World:***

***People and communities:*** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

***The world:*** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate 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.

***Technology:*** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

**Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

### ***Early Learning Goals for Expressive Arts and Design:***

***Exploring and using media and materials:*** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

***Being imaginative:*** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

