



## Early Years Foundation Stage Curriculum

### Personal, Social and Emotional Development (PSED):

Making relationships (MR): Children play cooperatively, 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.

Self-confidence and self-awareness (SCSA): 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 (MFB): 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 of class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Children at Five Ways have many positive behaviour incentives. Children gain bookmark stickers for both good behaviour and work. Children's personal achievements are celebrated in the classroom and in assemblies.

### Communication and Language (CL):

Listening and attention (LA): 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 of actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding (U): 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 (S): 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.

Children are encouraged to listen carefully and respond in a variety of ways on a daily basis. These include joining in with whole class, group and individual activities as well as joining in with assemblies and school plays.

## **Physical Development (PD):**

**Moving and handling (MH):** 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 (HSC):** 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.

Children have daily access to physical activity. Equipment is provided during playtimes, including bikes and scooters and the trim trail. Daily free-flow to outdoors ensures that children access physical challenges and fine motor control such as scissor control and handwriting is addressed within continuous provision activities.

## **Literacy (L):**

**Reading (R):** 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 (W):** 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.

All children in Reception classes engage in daily adult-led Phonics and Literacy lessons. Teachers aim to be creative in their approach to providing child-initiated activities to develop their skills through activities such as role-play and reading/writing areas.

## **Mathematics (M):**

**Numbers (N):** 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 (SSM):** 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.

## **Understanding the world (UW):**

**People and Communities (PC):** 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 (TW): 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 (T): 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 (EAD):**

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

Being imaginative (BI): 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.

### **Characteristics of Effective Learning (CEL):**

#### **Playing and exploring- engagement:**

- 'Finding out and exploring' is concerned with children's open-ended hands-on experiences. These result from innate curiosity and provide the raw sensory material from which the child builds concepts, tests ideas and finds things out.
- 'Using what they know in their play' describes how children use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought, the ability to see from other perspectives, and symbolic thinking.
- 'Being willing to have a go' refers to the child finding an interest, initiating activities, seeking challenge, having a 'can do' orientation, being willing to take a risk in new experiences, and developing the view of failures as opportunities to learn.

#### **Active learning- motivation:**

- 'Being involved and concentrating' describes the intensity of attention that arises from children concentrating on following a line of interest in their activities.
- 'Keeping on trying' refers to the importance of persistence even in the face of challenge of difficulties, an element of purposeful control which supports resilience.
- 'Enjoying achieving what they set out to do' refers to the reward of meeting one's own goals, building on the intrinsic motivation which supports long-term success, rather than relying on the approval of others.

### Creating and thinking critically:

- 'Having their own ideas' covers the critical area of creativity - generating new ideas and approaches in all areas of endeavour. Being inventive allows children to find new problems as they seek challenge, and to explore ways of solving these.
- 'Using what they know to learn new things' refers to the way in which children develop and link concepts, find meaning in sequence, cause and effect and in the intentions of others through both narrative and scientific modes of thought.
- 'Choosing ways to do things and finding new ways' involves approaching goal-directed activity in organised ways, making choices and decisions about how to approach tasks, planning and monitoring what to do and being able to change strategies.