

The Early Years Foundation Stage Curriculum

The Early Years Foundation Stage (EYFS) is how the Government and early years professionals describe the time in your child's life between birth and age 5. Our Reception Class 1 curriculum follows a legal document called the Early Years Foundation Stage Framework (available to view on GOV.UK). This curriculum outlines 7 areas of learning and development. The 3 prime areas are most essential. These are:

- **Personal, social and emotional development**
- **Communication and language**
- **Physical development**

As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

- **Literacy - Reading and Writing**
- **Mathematics**
- **Understanding the world; and**
- **Expressive arts and design**

This curriculum is designed for very young children and in our Reception Class 1, we work very hard to ensure that your child's learning is driven by their unique needs and interests...

7 areas of learning and development in the EYFS

- **Personal, Social and Emotional Development:** We help children to make positive relationships and children learn to develop self-confidence and self-awareness. We support children to understand and manage their own feelings and behaviour. Our SEAL (Social and Emotional Aspects of Learning) and Circle Time sessions help children to develop their personal skills and work together as a team.
- **Physical Development:** Children develop moving and handling skills and learn about health and self-care. They develop finger strength, pencil and scissor control and learn to use other fine motor skills such as sewing and using simple tools. Our Outdoor Learning Area has a hill and a wobbly bridge to help children to develop balance and strength and is large so that children can also use ride-on vehicles. The children have a weekly P.E. lesson which enables them to gain independence in dressing and experience games, ball skills, gymnastics, climbing activities and dance.
- **Communication and Language:** Children are helped to develop good listening and attention skills. They are given time and support to enable them to express themselves clearly to others. The children have specific activities to develop their understanding and speaking such as daily *Snack and Chat*. In their play, exploration, independent learning activities and in their interactions with their peers and with adults good communication skills are modelled and celebrated.

The specific areas of learning are:

- Literacy: Reading and Writing (Speaking and Listening and Phonics). For more information about Phonics, please see the separate link under 'Curriculum'. Children have an intense guided writing sessions such as *Message Monday*, where they are encouraged to write an 'interesting sentence' about events that have happened or are about to happen and writing opportunities are actively encouraged in independent learning activities.
- Maths: Number, and Shapes, Space and Measures are taught through daily maths sessions, inspired from a story stimulus. Also, children are able to apply the skills being learnt, for example weighing ingredients for a recipe or finding out about one more or one less while pretending to be passengers on a train.
- Understanding the world: People and Communities, The World and Technology. Children learn about the past and present; about places, animals and plants; about families, communities and traditions; about different kinds of technology and making things. They do this through different stories and activities, visits and role play. For example, they may go on wellie walks, collecting things that interest them; they may visit a working farm, grow plants, cook, investigate making things with different materials or use an iPad.
- Expressive Arts and Design: This includes exploring and using media and materials, and being imaginative. Children perform a Nativity musical at Christmas. Children have dressing up clothes, props and story resources to pretend and develop their imagination. There is always an indoor and outdoor role play area and these are changed regularly. Our role play areas have included a train and train station, a farm shop, a cinema and a restaurant kitchen. The *model and make* permanent resource area for children provides resources for mixing colours, joining things together and combining materials.

The characteristics of effective learning



The EYFS values not just *what* but *how* a child learns and describes ways of learning as *characteristics of effective learning*. These characteristics are organised into strands:

Playing and exploring where children are engaged in their learning
Active learning where children are motivated to learn; and
Creating and thinking critically where children think about their learning.

In Class 1, we appreciate that children have already started their lifelong learning journey and we look for and further promote these characteristics or learning powers. Children learn how to develop as successful learners. We have four puppets, who help us to demonstrate four key learning powers. They are:

Curious Coco the monkey, who is **resourceful**; he is good at finding things and asking questions.

Dogger the dog, who is **resilient**; he never gives up.

Collaborative Clive, the fireman who is **reciprocal**; he works with his friends to get the job done.

Thoughtful Thelma the badger, who is **reflective**; she thinks about her learning.

These dispositions suggested by Professor Guy Claxton, based on research in the field of learning to learn, are embedded into the whole ethos of our Early Years Foundation Stage.