



Where we learn, grow and achieve

EYFS Curriculum

The EYFS curriculum is made up of three prime areas and four specific areas.

Prime areas are fundamental, work together, and move through to support development in all other areas. • Personal, Social and Emotional Development • Communication and Language • Physical Development	Specific areas include essential skills and knowledge for children to participate successfully in society • Literacy • Mathematics • Understanding the World • Expressive Arts and Design
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Each area is broken down into strands. There are seven areas of learning and seventeen strands with seventeen Early Learning Goals. The Early Learning Goals are where the children are expected to be by the end of Reception year.

Prime Areas:

Personal, Social and Emotional Development has three strands each with an Early Learning Goal.

Self-Regulation

Early Learning Goal:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- 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

Early Learning Goal:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships

Early Learning Goal:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Communication and Language has two strands each with an Early Learning Goal.

Listening, Attention and Understanding

Early Learning Goal:

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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 has two strands each with an Early Learning Goal.

Gross Motor Skills

Early Learning Goal

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Early Learning Goal

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Specific Areas:

Literacy has three strands each with an Early Learning Goal.

Comprehension

Early Learning Goal:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

Early Learning Goal:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Early Learning Goal:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Maths has two strands each with an Early Learning Goal.

Number

Early Learning Goal:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.

- 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 double facts.

Numerical patterns

Early Learning Goal:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- 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 has three strands with three Early Learning Goals.

Past and Present

Early Learning Goal:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

Early Learning Goal:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World

Early Learning Goal:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design has two stands each with an Early Learning Goal.

Creating with Materials

Early Learning Goal

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Early Learning Goal

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

What does teaching and learning look like in Reception?

The early years is the foundation stage. This where we teach all the basic skills that the children will need for their journey through school and life and which they will continue to develop and grow.

Research shows that young children learn most effectively through purposeful play and an environment that stimulates and supports learning. Much of the learning in Reception is done through purposeful play.

In each of our Reception classrooms you will find the following areas that support the children to both embed and extend their learning to demonstrate their knowledge and understanding:

- Home role-play
- Pop up role play to support topic
- Creative area
- Reading area
- Writing area
- Maths area
- Construction area

- An area for small world play

In each of the areas children have the opportunity to use and extend their personal and social, physical, communication, reading, writing and maths skills.

Each day is made up of a daily phonics lesson, short focus activity time, story and rhyme time and child initiated time.

Phonic lesson

The children learn letter sounds. They learn how to read and write each sound and they practise segmenting and blending using these sounds to decode words. The children start by reading and writing CVC words and then progress to short, simple sentences. When children can confidently read some CVC words they begin to read ditties and then green books. The children use their comprehension skills to help them understand what they have read and they answer and ask questions about the ditty or book they are reading.

Focused activities

Focus activities are adult led. During this time children learn new skills and concepts in maths and literacy and explore and develop their understanding of the world.

Story and rhyme time

Each day children hear a story read by an adult. This helps the development and understanding of story structure. It gives children the opportunity to predict what might happen. Story supports children's communication and language skills as many of the stories have a repeated refrain. Hearing stories and joining in with familiar stories supports the development of comprehension skills. Hearing and sharing stories develops reading as a purposeful skill for life and for enjoyment. Rhymes are an important part of learning to read. They are fun and help to support intonation and phrasing. They also help to develop memory.

Child initiated time

This is where children choose where they want to take their learning. The adults will set up and provide activities which have been selected and designed to enable the children to practise demonstrate that the skills they have been taught during focus activities. During this time of purposeful play adults, play alongside the children extending the children's learning, knowledge and understanding and correct misconceptions. Child initiated time is also a time when adults can observe children, record and collect evidence of what the children can do independently.