

# The Early Years Foundation Stage Curriculum



At **St. Peter's Catholic Primary School**, we follow the curriculum as set out by the Government. Our planning caters for all children's learning styles and needs, allowing all children to access the Early Years Foundation Stage Curriculum.

This curriculum is broken into 7 key areas of learning (see left). There are three prime areas - Personal, Social & Emotional Development, Communication and Language and Physical Development. There are also four specific areas - Literacy, Mathematics, Understanding of the World and Expressive Arts and Design. We provide a balance of these in both our indoor and outdoor learning environments and make sure opportunities to develop the key skills of speaking, reading, writing and maths are embedded in all areas.

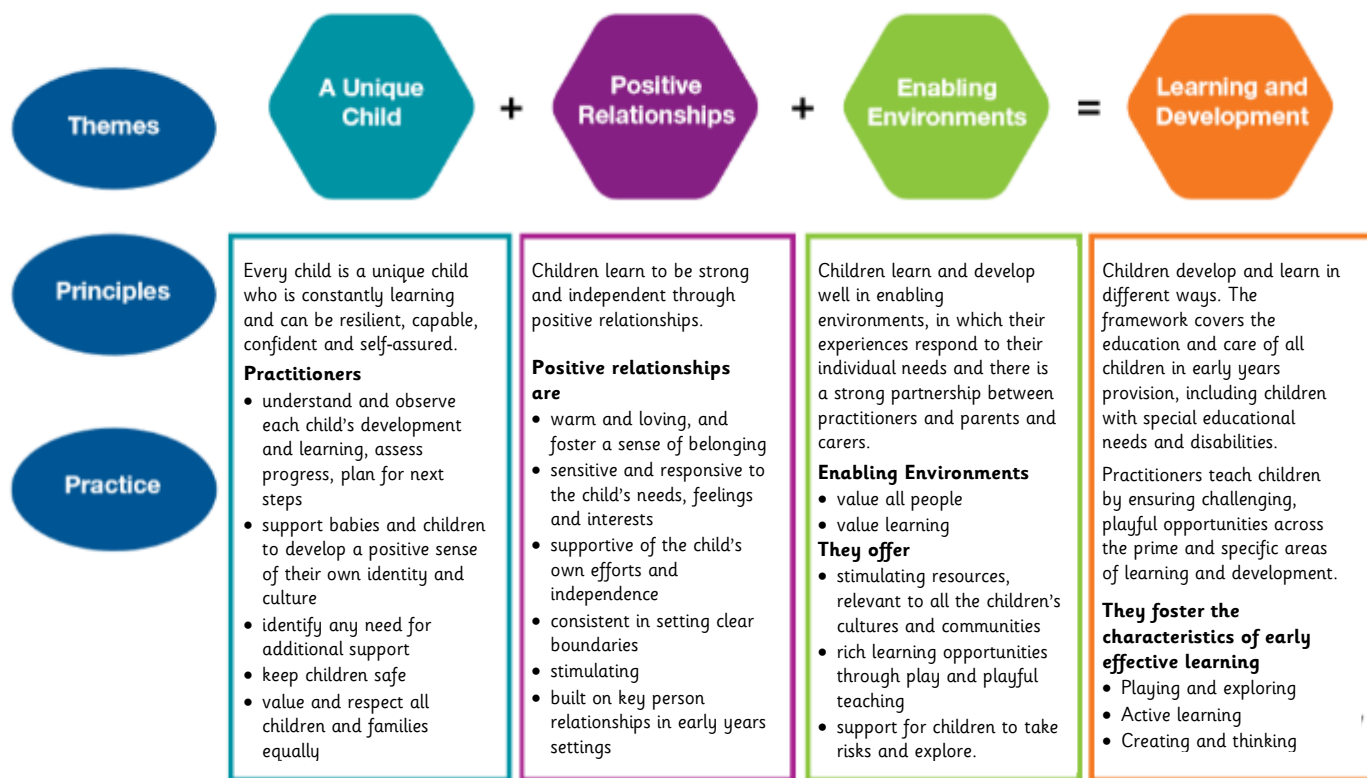
Each day, all children have sustained opportunities to carry out self-initiated activities (i.e. activities chosen by themselves). This allows the children to develop the skills and concepts they need to achieve through play, with activities that they are interested and therefore engaged in. This motivates the children to learn and also facilitates them to become more independent, as they are given ownership to choose and develop their own ideas and learning. The children also learn important skills such as co-operation and team work through working and playing together. Adults in our setting will play alongside children, guiding each child in steps relevant to them, for example, a child telling a story in our story telling area may find an adult drawing a story map which will motivate the child to create his or her own story map to share with the class.

To support each child's learning and development we aim to closely match what we provide to each child's current needs. This is as true for planned learning opportunities as well as those that may arrive during the children's self-initiated activity time.

<b>Personal, Social and Emotional Development</b>	• 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.	<ul style="list-style-type: none"> <li>• Making relationships</li> <li>• Self confidence and self-awareness</li> <li>• Managing feelings and behaviour</li> </ul>
<b>Physical Development</b>	• 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.	<ul style="list-style-type: none"> <li>• Moving and Handling</li> <li>• Health and self-care</li> </ul>
<b>Communication and Language Development</b>	• 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.	<ul style="list-style-type: none"> <li>• Listening and attention</li> <li>• Understanding</li> <li>• Speaking</li> </ul>
<b>Literacy Development</b>	• 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.	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>
<b>Mathematics</b>	• 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.	<ul style="list-style-type: none"> <li>• Numbers</li> <li>• Shape, space and measure</li> </ul>
<b>Understanding the World</b>	• 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.	<ul style="list-style-type: none"> <li>• People and communities</li> <li>• The World</li> <li>• Technology</li> </ul>
<b>Expressive Arts and Design</b>	• 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.	<ul style="list-style-type: none"> <li>• Exploring and using media and materials</li> <li>• Being imaginative</li> </ul>



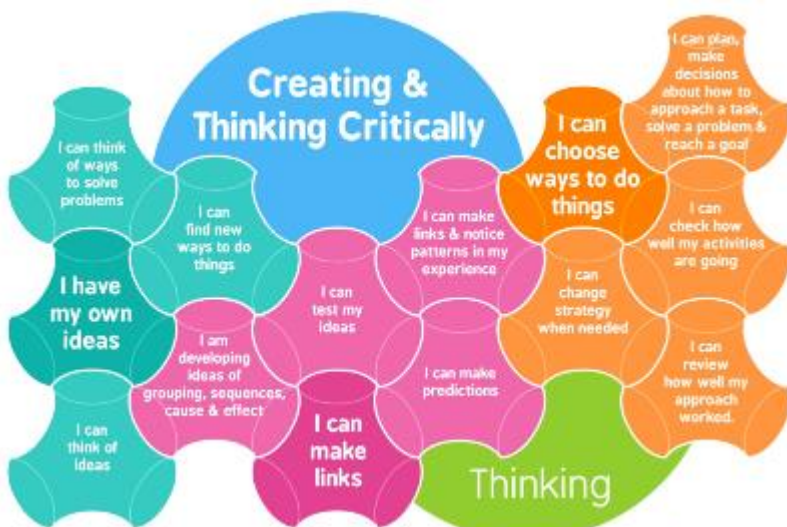
Children are born ready, able and eager to learn. They actively reach out to interact with other people and the world around them. However, development is not an automatic process. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.



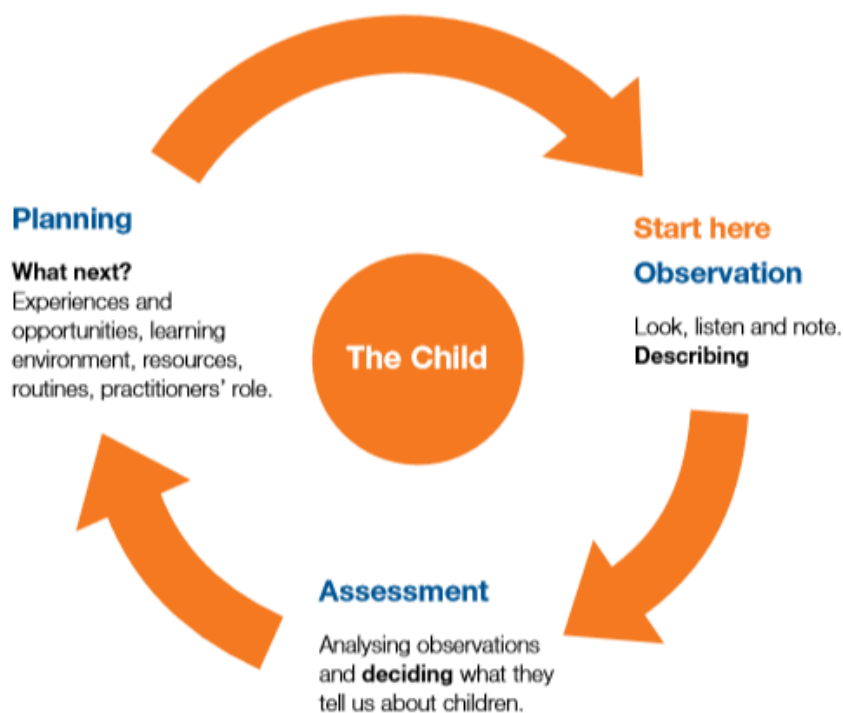
**Every child is unique and special...**

# Characteristics of Effective Learning

We know that from our own experience observing family and friends that children and indeed adults learn in different ways. When planning and supporting children we think it is important to consider the different ways children learn and reflect this in how we teach, organise our learning environment and support individual children and groups of children. Within the Statutory framework for the Early Years Foundation Stage they identify three Characteristics of Effective Teaching and Learning. These characteristics encompass children from birth to the end of the reception year and children will demonstrate them in different ways depending on the developmental level of the child.



Assessment in the EYFS is primarily based on observation of daily activities. Practitioners in our setting note the learning a child demonstrates spontaneously, independently and consistently in a range of contexts. Accurate assessment will take account of a range of perspectives, including those of the child, parents and other adults who have significant interactions with the child.



Parents/Carers can help with the assessment process by completing **WOW vouchers** to show their child's achievements outside of the school setting.

During Early Morning Task time parents/carers can look at their child's Busy Books with their child and talk about the learning that has happened.

The children also have the opportunity to talk to the adults in the setting about their learning and this is annotated in the child's book.



Children learn to read by learning the sound that each letter makes. When the children can recall the sounds with quick recall they will start to blend sounds together to read. This means that they will learn to look at a short word, such as 'tin' and rather than saying three separate sounds 't', 'i', 'n' the children will link the sounds together and say the whole word in one go. This is a big step for many children and can take time.

- Children will usually focus on blending **CVC** (consonant, vowel, consonant) words for some time. Examples of CVC words are: mat, rip, cot, tip, sit, cut, ham, nod.
- They will also need to start blending words that contain vowel **digraphs**. A vowel digraph is two vowels that make up one sound, such as 'ai', 'ee' and 'ue', found in words such as rain, bee and glue.
- Children will also learn to blend words using consonant **digraphs**. A consonant digraph is two consonants that make up one sound, such as 'sh', 'ch' and 'th', found in words such as ship, chat and thin.
- Finally, they will then start to learn to blend **consonant clusters**, such as 'fr', 'cl', 'st', 'br', 'lk' and 'st'. Examples of words containing these are: frog, clap, stay, brim, milk, fast. As these clusters can be at the start or end of a word, the children are taught how to tackle the word by building it up in steps.

### Phase 2 High Frequency Word Mat

a	on	his	go
dad	up	to	an
I	back	him	as
mum	if	had	can
big	but	in	off
the	of	no	not
it	into	got	get
at			and

### Phase 3 High Frequency Word Mat

will	with	my	we
that	for	see	you
then	he	too	her
now	them	was	be
she	down	all	they
this	me	look	are