

Foundation Stage (Reception)

Curriculum Information
Autumn 2021

Early Years Foundation Stage

- In September 2021 The Early Years Foundation Stage curriculum was updated.
- There are still 7 areas of learning and development.
- *All areas of learning and development are important and inter-connected.* [from page 7 Statutory framework for the early years foundation stage 1.9.21]
- This curriculum begins at birth and continues until the end of the Reception year.

The areas of the curriculum are grouped into four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Seven Areas of Learning

Prime Areas are fundamental, work together and are there to support development in all other areas.

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

Specific Areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

• The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

Characteristics of Effective Learning

- The characteristics of effective learning and the prime and specific areas of learning and development are all interconnected.
- The ways in which the child engages with other people and their environment- playing and exploring, active learning and creating and thinking critically- underpin learning and development across all areas and support the child to remain an effective and motivated learner.

- Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

- Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

- Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Classroom Organisation

- During the Induction period children have been allowed to choose the activity they wish to carry out in the reception unit.
- Children have been taking part in 1:1 adult led activities and completing other tasks that were either adult or child initiated.
- In term two, the children will be grouped by the teaching staff to enable learning to be pitched at a suitable level to address different children's needs. These groups will not be static and may be subject to change. The groupings will be reviewed as we change our topic. Group names will reflect topic vocabulary.
- Children will continually have the opportunity to initiate activities, select an area where their learning will take place and direct their own learning.

Play

- Play is an integral part of the whole curriculum – it happens everyday and it is very important!
- One play activity may cover many areas of learning.
- Play teaches valuable social/life skills: Co-operation, sharing and turn taking.
- Play allows children to practise, develop and ‘try out’ ideas within a safe environment.
- Play provides a framework in which to: retell stories or experiences, encourage the use and development of language and listening skills, enhances personal and social skills.
- All play is planned – outcomes and achievements are identified either by staff or children.
- During structured play sessions children are free to choose where they work within the reception unit (these are good opportunities for observation).

Personal, Social and Emotional Development

Self-regulation, Managing Self, Building Relationships

The Developmental needs within this area are met in **ALL** aspects of school life.

These may be addressed through:

- Class, group or individual activities focusing on specific skills or issues (Circle Time and Social • Emotional • Aspects of Learning).

Or

- May be incidental as opportunities arise during the school day (good manners, taking care of others).

Communication and Language

Listening, Attention and Understanding, Speaking

- language development is encouraged at every opportunity including the chance to become an active listener, to take turns when speaking, and speaking with understanding of what has been asked and answering with clarity. Sharing ideas and knowledge. Using vocabulary that is new in the correct context. Using words instead of actions to communicate feelings, needs and wishes.

Literacy

Reading

- 'We can read this book together' – books containing high frequency and tricky words. 'I can read this book' – reliant on phonics knowledge to segment and blend the sounds back together. Oxford Reading Scheme (main scheme), telling stories from wordless books, learning keywords, recognising words learnt and reading them in books. Reading record – to communicate between home and school about reading. Recognising letters, sounds and words in the environment – reading signs, posters, adverts, labels and non-school books.

Writing

- emergent writing, printed letters and for some children a joined cursive script, value any writing – shopping lists, post and birthday cards.

Handwriting

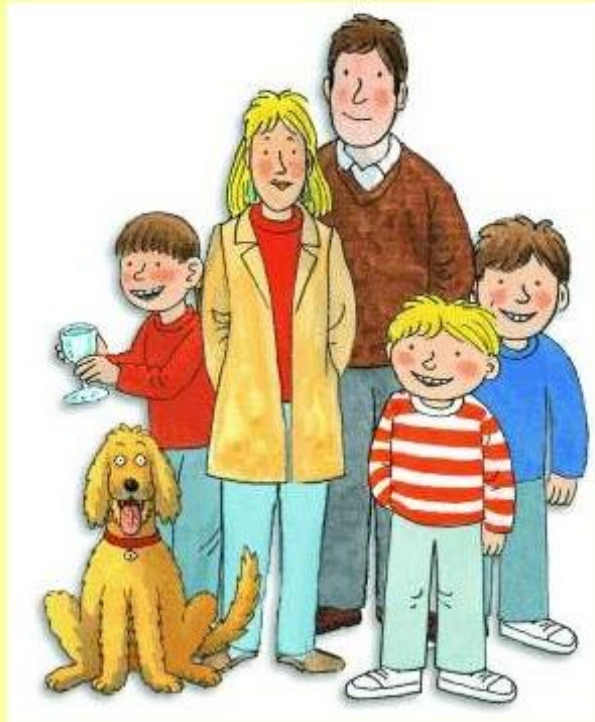
- Patterns - cursive (joined) lines from reception, printed letter shapes and for some children lower case letters start at the bottom, capitals do not join, entry and exit stroke, a lower case letter in a word joins until you reach the end of the word, then you put a space.

Letters and Sounds

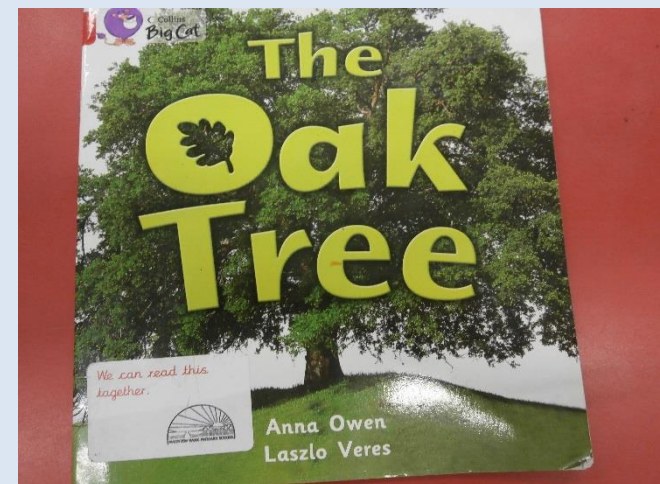
Phase One - Oral and Aural; hearing rhymes, where a sound comes from, what is making the sound? Phase Two - Jolly Phonics (sound, letter shape and action, naming letters) x4 sounds a week, blending letters together and building small 2 or 3 letter words (CVC), Phase 3 – chip, shop, thin, ring, rain, feet, night, boat, book, farm, for, hurt, cow, coin, dear, fair, sure, corner

Reading

This is the Robinson Family



Reading



Writing

not too bad

stvrloehw/ nslr
wlp/x

I d P W n F AS.
I like playing with my friends
at school

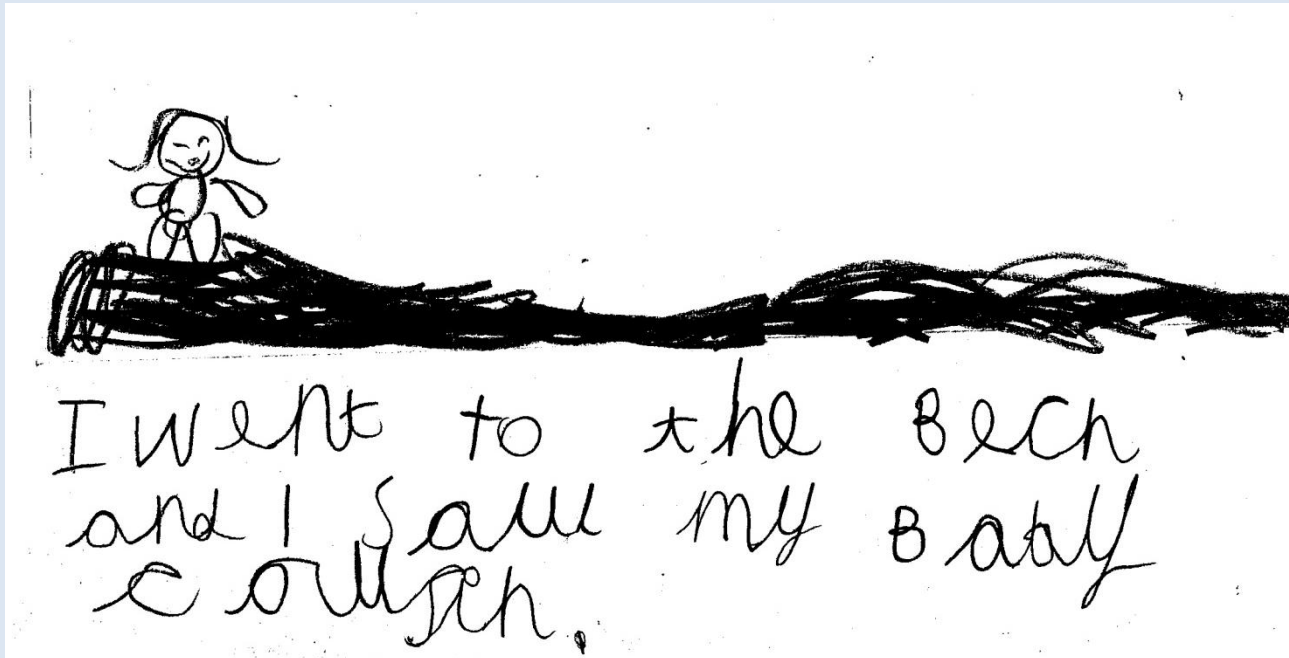
Writing



Writing

A fat cat sat on the
mat.
a flood of a to I
a mat woven him.
man was his

Writing

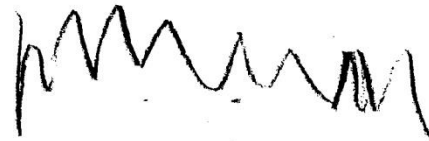


Writing

I like going on the bus.
I found lots of mineebs in
the woods.

on the May 1st I sat on the
top of the bus.
and I had an is 1000.

Handwriting



In reception we regulate these joined lines with patterns set to nursery rhymes e.g.

Jack and Jill (buckets) *uuuu*

Row Row Row the boat (sea) *ccccc*

Humpty Dumpty (wall/hill) *mmm*

Baa Baa Black Sheep (knitting needles) *zzzzz*

Three Blind Mice *|||≡|||≡*

Letters and Sounds



Letters and Sounds

Jolly Phonics Actions



Mathematics

Numbers, Shape space and Measures

- **Language** – add, and another one, part-part-whole, take-away, subtract, makes, equals, 1 more, 1 less, more/fewer, altogether, bigger, smaller, pattern etc.
- **Number recognition and Counting** – in sequence (a number line or number square) or at random to 10. Using Number-blocks to support the teaching and learning of maths in FS, use of consistent language, animated, identifying the different number characters. Count orally to 20 (+ beyond)
- **Numerical Patterns** – Count beyond 20, recognising patterns in the counting system – odds, evens, 2's and 5's etc. comparing quantities – greater, less than, the same. Doubles and sharing equally. Number bonds to 5 – $0+5$, $1+4$, $2+3$. Recognise quantities without counting them.
- **Ordering Numbers** – 1, 2, 3, etc then from 3 random numbers find their sequence.
- **Number Sentences** – halving/sharing, doubling, addition, subtraction and the use of symbols. Introducing 'show-me' – using 2 hand show me different way of making totals.
- **Shape, Space and Measure** – 2 and 3D shapes, position, direction, capacity, height, weight, length, data handling – graphs and charts
- **Using and applying knowledge to solve practical problems**

Physical Development

Moving and handling, Health and self care

- Gym
- Games
- Dance
- Trim Track
- Outside Area
- Fine Motor Skills — holding a pencil (or mark maker), use a range of small tools, draw accurately
- Good health, physical exercise and healthy diet, keeping healthy and safe, managing hygiene and personal needs, dressing and going to the toilet independently.

The Big Question

A new whole school approach to enthuse and excite children to want to learn more but also the opportunity to share what is already known.

It encourages children to want to find out more to enable them to answer the question. Our children have an great knowledge and understanding about different aspects of our world. The Big Question provides a good forum to share this knowledge.

The children are encouraged to ask and seek answers to their own questions too.

Understanding The World

Past and Present, People, Culture and Communities, The Natural World

- This area includes:
- Science — Where has the sunshine gone?
- History — Who Am I?
- Geography — What can the London Eye see?
- R.E — Religious Education — Big present or small present?
- D.T — Design Technology — understanding how bread is made.
- I.C.T — Information Communication Technology

Same, but different

A method of creating the opportunities for reasoning and rationalising knowledge in a familiar environment.
The children look at 2 images and are then encouraged to share their ideas about what they see. What is the same? What is different?

Every idea, is welcome.

Every idea can be shared in an place where they know they will be listened to.

Every idea shows a different way of looking at the same thing.

The routine element encourages all to 'have a go' – eventually.



Expressive Arts and Design

Creating with Materials, Being imaginative and Expressive

- **Art** – experimenting with colour, design, texture, form and function. Drawing, painting, printing, clay, textiles, junk modelling and collage.
- **Music** – explores different sounds of instruments. Experiments with different ways of changing sounds, using the new scheme Charanga, playing instruments and performing music and songs
- **Dance** – representing own ideas, thoughts and feelings, listening to instructions, dancing alone or together
- **Role Play and Stories**
- **Design-** Safely using and exploring a variety of materials, tools and techniques.