**The Early Years’ Foundation Stage (EYFS) Curriculum**

This is an overview explaining what the EYFS is, what children are taught during their time in the EYFS here at St Andrews, and how this prepares them giving them the right skills and knowledge, as they move throughout the school. The EYFS is the curriculum children from the ages of birth-5years are taught, measured and assessed from. The curriculum is divided into seven areas. The three prime areas are; Personal, Social and Emotional Development, Communication and Language and Physical Development. There are also four specific areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design. We link our planning to the EYFS curriculum but we also take into consideration the children’s interests and experiences.

**Prime Areas**

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

**Specific Areas**

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

During the year we hold craft mornings and afternoons for parents and children to enjoy together and we encourage parents to attend regular EYFS information evenings / sessions.

We also welcome visitors into school to enhance the Curriculum and take external trips out, where possible.

**Communication and Language and Literacy**

In the EYFS children are surrounded by a rich and engaging environment which supports all aspects of Literacy. Children participate in a multitude of practical activities, providing the basis for recording through writing. These are taught both discretely and through the topics for Nursery and Reception. The main strands of teaching are outlined below.

**Speaking and Listening**

Pupils are encouraged to express themselves clearly to individuals, groups, the whole class, and through assemblies and plays, to a wider audience. All subjects include opportunities for discussion, and they are also encouraged to share their experiences and talk about interesting events during ‘Circle Time.’

**Reading**

Pupils are taught to read through a range of genres and texts. They are also encouraged to borrow books from the school and class libraries. Key words are taught with flash card games enabling the children to recognise words by sight, and through the sounds of letters. Great emphasis is placed on enjoyment and understanding.

**Writing**

Initially pupils are encouraged to ‘mark make’ using a variety of resources. They are then encouraged to express themselves on paper, writing for a variety of purposes including stories, poems, factual accounts, recipes, lists and letters.

**Phonics and Spelling**

Before the children can read and write they need to have a good phonic knowledge. Initial sounds are taught using the ‘Jolly Phonics’ phonics approach and we also follow the ‘Letters and Sounds’ framework. The sounds all have an associated action and a song which helps the children to memorise them. Pupils are then taught sounds such as ‘sh’ ‘ch’ ‘th’ ‘ee’ ‘oo’ ‘ai’. In written work, they are encouraged to attempt to phonetically spell as many words as they can. By the end of the Reception year many can spell simple basic words such as ‘*the’, ‘you’, ‘and’,* with confidence.

**Handwriting**

Before a child begins to write, it is important that they have good motor skills. These are developed through activities such as joining construction pieces, cutting, playdough and using tweezers. Cursive handwriting is taught and modelled in the EYFS and correct letter formation is practised regularly. We encourage correct pencil grip which is the crocodile grip and posture.

**Mathematics**

Children learn mathematical skills and problem solving skills through a multitude of practical activities. The children revisit all areas regularly during the year to ensure they have a good understanding of mathematical concepts. Children learn about the following topics:

**Sorting Activities**

* Sort by colour, size, shape and type
* Select own criteria for sorting

**Counting**

* Sing number rhymes and songs
* Count sets of objects reliably
* Estimate sets of objects
* Use a number line correctly
* Put numbers in the right order
* Repeat patterns using objects and numbers
* Use ordinal numbers, e.g. first, second, third
* Count forwards and backwards to and from 20

**Addition and Subtraction**

* Practically add and subtract single digit numbers (*eg, 2 cows and 2 dogs makes 4 animals altogether)*
* Know one more/one less than a given number to 20
* Count on and back from a given number to find an answer
* Use +, -, = signs
* Write a simple number sequence (*eg, 3+1=4)*
* Know some number bonds e.g. 5 = 5+0, 4+1, 3+2, 2+3, 1+4, 0+5 (*by end of Reception)*
* Solve simple addition and subtraction problems

**Shape**

* Recognise and name 2D and 3D shapes
* Explore the properties of 3D shapes – cones, cylinders, cubes, cuboids, spheres

**Measures**

* Use language to compare two quantities (long/longer short/shorter tall/taller high/higher low/lower wide/wider narrow/narrower)
* Compare without measuring
* Estimate and order
* Estimate and order starting with heaviest/lightest
* Explore which container holds more/ less
* Order according to capacity

**Time**

* Know the days of the week
* Order the days of the week
* Name the months and seasons of the year
* Read the time in o’clock and half past
* Make the time using the hands on a small clock

**Money**

* Recognise coins to £2
* Order the value of the coins
* Find the total of 2 coins in pence
* Select the correct coins to pay for an item
* Explore the properties of 2D shapes – circles, triangles, squares, rectangles (*how many sides, corners, faces etc.)*
* Use positional words (*above, below, under, next to, between*)
* Use directional words (*forwards, backwards, left and right)*

**Understanding of the World**

Religious Studies, Geography, History, ICT, Cooking and Science form part of Understanding of the World in the EYFS. Children are encouraged to explore and investigate, drawing on their own personal experiences and observing closely using their senses. We also teach the children about the world around them and current news such as space, weather and countries.

We aim to equip the children with the following skills:

* Show curiosity and interest in the features of objects and living things
* Describe and talk about what they see
* Show curiosity about why things happen and how things work
* Show an understanding of cause and effect
* Notice and comment on patterns
* Show an awareness of change
* Investigate objects and materials by using all of their senses as appropriate
* Find out about and identify some features of living things, objects and events they observe
* Look closely at similarities, differences, patterns and change
* Ask questions about why things happen and how things work

**Geography**

The Geography curriculum is under the umbrella of Understanding of the World and is organised on a topic basis. Children cover the three aspects of physical, human and environmental Geography. The Geographical skills listed below are incorporated into the various topics:

* use correct geographical vocabulary
* use and develop enquiry skills
* follow directions using map skills
* form views and opinions about the environment
* be aware of the local environment
* be aware of the wider world
* be aware of ICT within Geography

The Geography topics in the Early Years cover a variety of areas, but many have scope for links to be made between them. The skills are taught through the term’s topics as shown in the table below and in response to current geographical affairs / issues.

**History**

The History curriculum is also an integral part of Understanding of the World and is organised on a topic basis. To facilitate the development of concepts, skills and dimensions, teachers will provide experiences by drawing on an assortment of resources. Children will learn:

* to sequence events and objects, in order to develop a sense of chronology
* to ask questions about the past
* nursery rhymes and fairy tales to place in sequence events in a story using pictures and words, e.g. Jack & the Beanstalk, Humpty Dumpty
* use simple, time related vocabulary, e.g.:- yesterday, today, before, after, old, new
* about past and present events in their own lives and those of people they know
* to use a range of resources to find out about the past and to identify similarities and differences between now and the past

**Personal, Social and Emotional Development**

Personal, Social and Emotional Development is the promotion of personal qualities, skills, attitudes and values which enable individuals to think for themselves, manage relationships with others, understand moral issues, accept responsibilities and prepare to play an active role as citizens. In line with our School Aims, children will learn:

* the importance of valuing oneself and others
* the importance of listening
* the range of human emotions and how to manage them effectively
* co-operation with others in work and play
* the importance of taking responsibility, both in and out of the classroom
* to respect others and their property, opinions and lifestyles
* courtesy and kindness towards others
* the role, importance and dangers related to drugs and medicines in everyday life
* how to make simple choices that will enable them to adopt a healthier and safer lifestyle
* to recognise the difference between right and wrong and how to make sensible choices
* that they belong to a variety of groups and communities
* simple rules governing behaviour at school

**Lessons will also reflect British Values.**

**Art**

Art forms part of the Expressive Arts and Design strand in the Early Years Foundation Stage. Pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape, space, pattern and texture and use them to represent their ideas and feelings. We aim to teach the children to:

* explore different mark making using a variety of materials
* draw from observation
* explore shapes, size, patterns and texture
* use different pencils to achieve different effects (tones)
* imaginative drawing
* draw myself (full figure using pencil)
* use paint and other mediums to explore: Autumn colours, light/dark colours, primary colours, hot and cold colours
* create textural markings
* explore the properties of different mediums
* repeat patterns and shapes
* experiment with clay to realise its shape and texture can be changed
* explore the qualities of different fabrics
* find different ways of changing fabric, e.g. cutting, fraying
* recognise the similarities and differences of different materials
* explore ways of threading materials

**Physical Education**

The aims of Physical Education are to:

* develop a range of physical skills
* develop stamina and strength
* express ideas in dance form
* develop an appreciation of fair play, honest competition and good sportsmanship
* develop an appreciation of the aesthetic qualities of movement
* learn how to co-operate with each other and work successfully in pairs, groups and teams
* develop physical and mental co-ordination, self control and confidence
* develop self-confidence through the understanding on one’s own capabilities and limitations
* provide opportunities for the participation in challenging experiences in a variety of environments
* motivate each child so that they retain a lifelong interest in all aspects of PE and recognise the importance of living and maintaining a healthy life

**Fine Motor Skills**

These also form a key aspect of physical development in the EYFS and the following skills are taught:

* To hold a pencil correctly
* To use scissors for cutting
* To copy and then form recognisable letters
* To handle tools, objects, construction and malleable materials safely and with increasing control

**Health and Self-Care**

* To learn how to get dressed independently
* To do up some buttons
* To manage own basic hygiene (*eg, washing hands)*
* To understand about healthy foods
* To understand safety and manage some risks