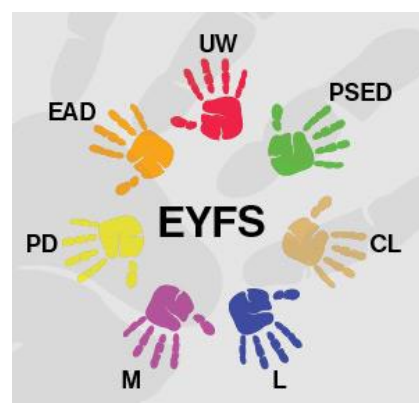


The Early Years Foundation Stage Curriculum

Your child will be continuing their journey through the **Early Years Foundation Stage**, a framework set out by the Department for Education. This sets the standards that ensure that children learn, develop and are kept safe and healthy. They develop quickly between birth and five years old and their experiences in this time period, have a major impact on their future. The broad knowledge and skills gained at this key time in their lives, provide the firm foundations needed for future progression in their time at school and beyond.



“A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up”.
(DfE, Statutory framework for the early years foundation stage).

From when your child is born up until the age of 5, their early years' experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs. The EYFS Framework explains how and what your child will be learning to support their healthy development.



There are **four guiding principles** at the heart of the EYFS curriculum, which build firm foundations for children.

A Unique Child:

Every child is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships:

Children learn to be strong and independent through positive relationships.

Enabling Environments:

Children learn and develop well in enabling environments with support from adults who respond to their individual needs and interests.

Learning and Development:

Children *develop and learn at different rates*. The areas of learning and development shape activities and experiences for all children.

The early years foundation stage



When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow. (Development Matters).



There are 7 key features of effective practice in the EYFS:

1. **The best for every child** - At St. Bernadette's every child receives a high quality and inclusive education no matter what their background or needs.
2. **High Quality care** - The child's experience is always central to the thinking of every Reception practitioner, ensuring consistent high-quality care, as we respond to children's needs. Each child is well loved and cared for. A programme of support is provided for transitions from Nursery to Reception and from Reception to Year 1.
3. **The Curriculum** -Our curriculum is an ambitious and top-level plan of everything that we want the children to learn. Language skills are a vital and central element of everything that we plan and teach. We sequence the knowledge and skills to build their learning over time. The children's learning is driven by their interests and our topic webs are flexible to reflect these, as they learn and develop, like a spider's web with many strands. We aim to provide depth in learning.



4. **Pedagogy** - As all children are powerful learners, we work to ensure that all children make progress with the right help and support and by using a range of approaches. Play is central to this as they learn through adults modelling and their peers. Adults will join in sensitively to support and extend the children's learning. Guided learning and direct teaching are essential to ensure the children make progress. At St. Bernadette's a well-planned learning environment both indoors and outdoors is central to everything that we do.
5. **Assessment** - We focus on noticing on what the children can do and what they know, understanding each child's developmental needs. We set a clear curriculum on what we want the children to know and assess against this throughout the year through day-to-day interactions, informal observations and through using our expertise.

6. **Self-regulation & Executive Function** - are a fundamental element of our EYFS curriculum. Through a world of play, Storytime and our curriculum we strive to develop the children's self-regulation and executive function



- **Executive function** includes the child's ability to: hold information in mind, focus their attention, regulate their behaviour & plan what to do next. These abilities contribute to the child's growing ability to **self-regulate**: focus their thinking, monitor what they are doing and adapt to regulate strong feelings, be patient for what they want & bounce back when things get difficult. **Language development** is central to self-regulation: children use language to guide their actions and plans.

7. **Partnership with Parents** - At St Bernadette's, from the moment child joins our School family we work to build a **strong and respectful partnership with parents**. This sets the scene for children to thrive in our early years. This includes listening regularly to parents and giving



parents clear information about their children's progress. From our New Starters meeting to our Reception workshops, regular communication on Class Dojo, weekly newsletters and the class webpage.

It takes a village to raise a child...



By knowing and understanding all the children and their families, we work to support every family's needs, as we encourage all parents to **chat, play and read** with their children.



The Areas of Learning and Development

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 interconnected areas of learning and development**.

These are divided into three **Prime** Areas and four **Specific** Areas.

Children should mostly develop the **3 Prime areas** first:

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

These prime areas are those most essential for your child's healthy development and future learning.

The Prime areas will help children develop skills in the **4 Specific Areas**:

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

The Prime Areas

The three prime areas are important as they build the children's enthusiasm and curiosity for learning and form positive relationships. Thus, preparing them for their future learning as they move through the Key Stages at school.

Communication and Language:

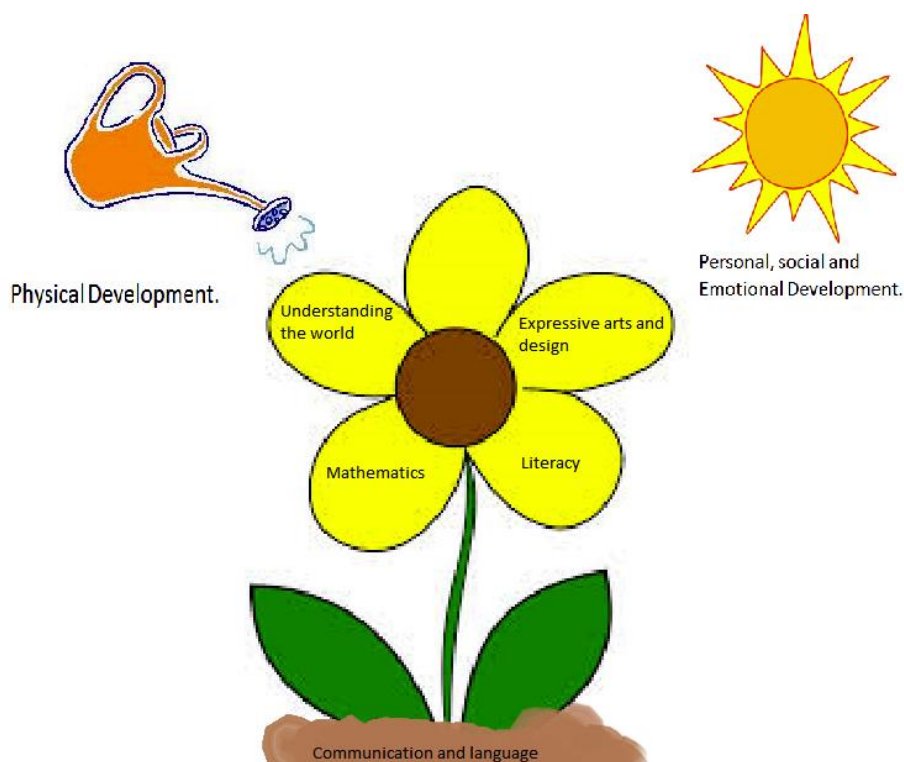
This area underpins all areas of development. The children are taught new vocabulary through listening to stories, rhymes, non-fiction books, taking part in role play and through conversations modelled by adults. They will experience and use a range of language and develop confidence and skills in expressing themselves.

Personal, Social and Emotional Development:

This area is important in helping the children to lead happy and healthy lives. The children will learn to develop a positive sense of themselves and others, form positive relationships and develop respect for others. They will continue to develop their social skills, learn how to manage their feelings and how to adjust their behaviour in different situations. The children will learn the importance of a healthy diet, talk about how to keep healthy and manage their own basic hygiene and personal needs (e.g., dressing themselves and going to the toilet independently).

Physical Development:

Physical activity is a vital part of the development of children. They will learn the importance of being healthy and active. This area gives the children opportunities to be active and develop their co-ordination, strength, control, and agility. They will develop their gross motor skills, which provide the foundations for developing healthy and active bodies; also, their fine motor skills which help Literacy skills by developing hand-eye co-ordination.



The Specific Areas

There are four specific areas, which strengthen and apply the three prime areas and include the essential knowledge and skills that children need to develop further.

Literacy:

This area is important in helping the children to develop a life-long love of reading. The children will learn how to read words by decoding them and read more familiar words on sight when reading books. They will talk about what they have read and will respond to questions. The children will begin to write simple sentences that can be read by others and will learn how to form letters correctly.

Mathematics:

This area provides opportunities to develop and deepen their understanding of numbers to 10. They will learn number bonds to 5 and 10 (addition and subtraction facts) and to double numbers. They will verbally count to and beyond 20, recognising the pattern of the number system. The children will also learn to recognise 2D and 3D shapes and describe them.

Understanding the World:

This area teaches children how to make sense of their physical world and community. It will build on their personal experiences, learn about the lives of the people around them and understand the difference between past and present events. The children will also learn about similarities and differences in places, objects, materials and living things, talk about their own environment, observe animals and plants, and explain why things happen and change. They will learn about different religious and cultural communities through their own experiences and reading in class.

Expressive Arts and Design:

This area gives children the opportunity to explore a wide range of media and materials, 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.

The seven areas provide a framework, but this does not mean that all of young children's learning is divided up into areas. One experience may provide a child with opportunities to develop a number of competences, skills and concepts across several areas. For example, children building with blocks may cooperate in carrying the heavy and large blocks, negotiate the best place to put them, compare the weight and dimensions of different blocks and act out an imaginary scene. Therefore, they may be developing language, Mathematics, physical, personal and social competences through this one activity.

*“The best classroom and
the richest cupboard
is roofed only by the sky ”*

-Margaret McWilliam, historian

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.



"PARENTS ARE TEACHERS, AND HOME IS A CHILD'S FIRST AND MOST IMPORTANT CLASSROOM."
-Hillary Clinton

"It is a happy talent to know how to play."
Ralph Waldo Emerson

"Play is our brain's favorite way of learning."
Doris Anderson

We firmly believe that a quality curriculum is dependent on staff and parents/carers working together. You, as parents/carers, are the child's first educators and we value the learning that goes on at home.

The Characteristics of Teaching and Learning

In planning and guiding children's activities, there are three characteristics of development considered. These characteristics move through all areas of learning and enable the adults to reflect upon the ways that individual children engage with other people and their environment and become a motivated learner.

Characteristics of Effective Learning

Playing and Exploring
(engagement)

Finding out and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them.
- Engaging in open ended activities
- Showing particular interests.

Playing and Exploring
(engagement)

Being willing to "have a go"

- Initiating activities
- Seeking challenge
- Showing a "can do" attitude
- Taking a risk, engaging in new experiences and learning by trial and error.

Playing and Exploring
(engagement)

Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play.
- Taking on a role in their play
- Acting out experiences with other people.

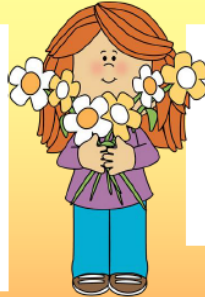
Characteristics of Effective Learning

Active Learning

(motivation)

Being involved and concentrating

- Maintaining focus on their activity for a period of time.
- Showing high levels of energy, fascination.
- Not easily distracted.
- Paying attention to details.



Active Learning

(motivation)

Keeping on trying

- Persisting when challenges occur.
- Showing belief that more effort or different approach will pay off.
- Bouncing back after difficulties.

Active Learning

(motivation)

Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something - not just the end result
- Enjoy meeting challenges for their own sake rather than for external reward or praise



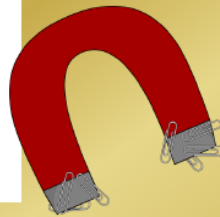
Characteristics of Effective Learning

Creating and Thinking Critically

(thinking)

Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things.



Creating and Thinking Critically

(thinking)

Choosing ways to do things

- Planning how to approach a task, solve a problem, reach a goal.
- Checking how well activities are going.
- Changing strategy as needed.
- Reviewing how well the approach worked.

Creating and Thinking Critically

(thinking)

Making links

- Making links / patterns in their experiences.
- Making predictions.
- Testing their ideas.
- Developing ideas; grouping, sequencing, cause and effect.

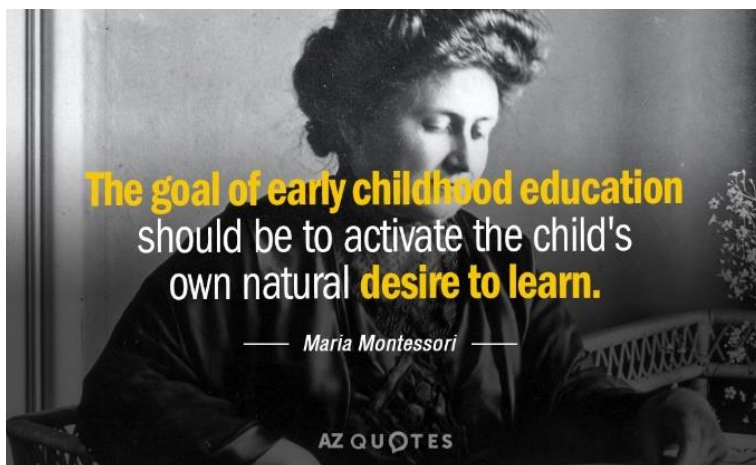
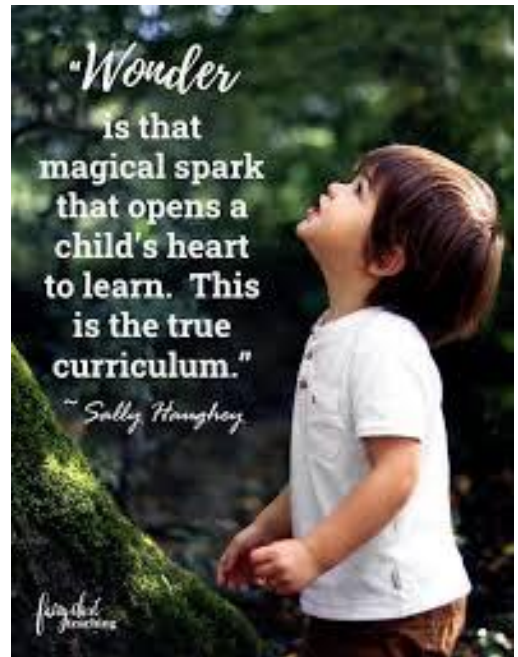


Observation and Planning

We plan around the children's interests, needs and stage of learning development to ensure that they achieve their full potential and have a positive start to school life. Through focusing on the 3 Prime Areas and establishing our class routines when your child first starts school, this ensures that they feel confident and ready to learn in Reception.

The unique child is at the centre of our planning at St Bernadette's. We achieve this through observation and ongoing informal assessment to help us recognise children's progress, understand their needs, and to then plan for their next steps.

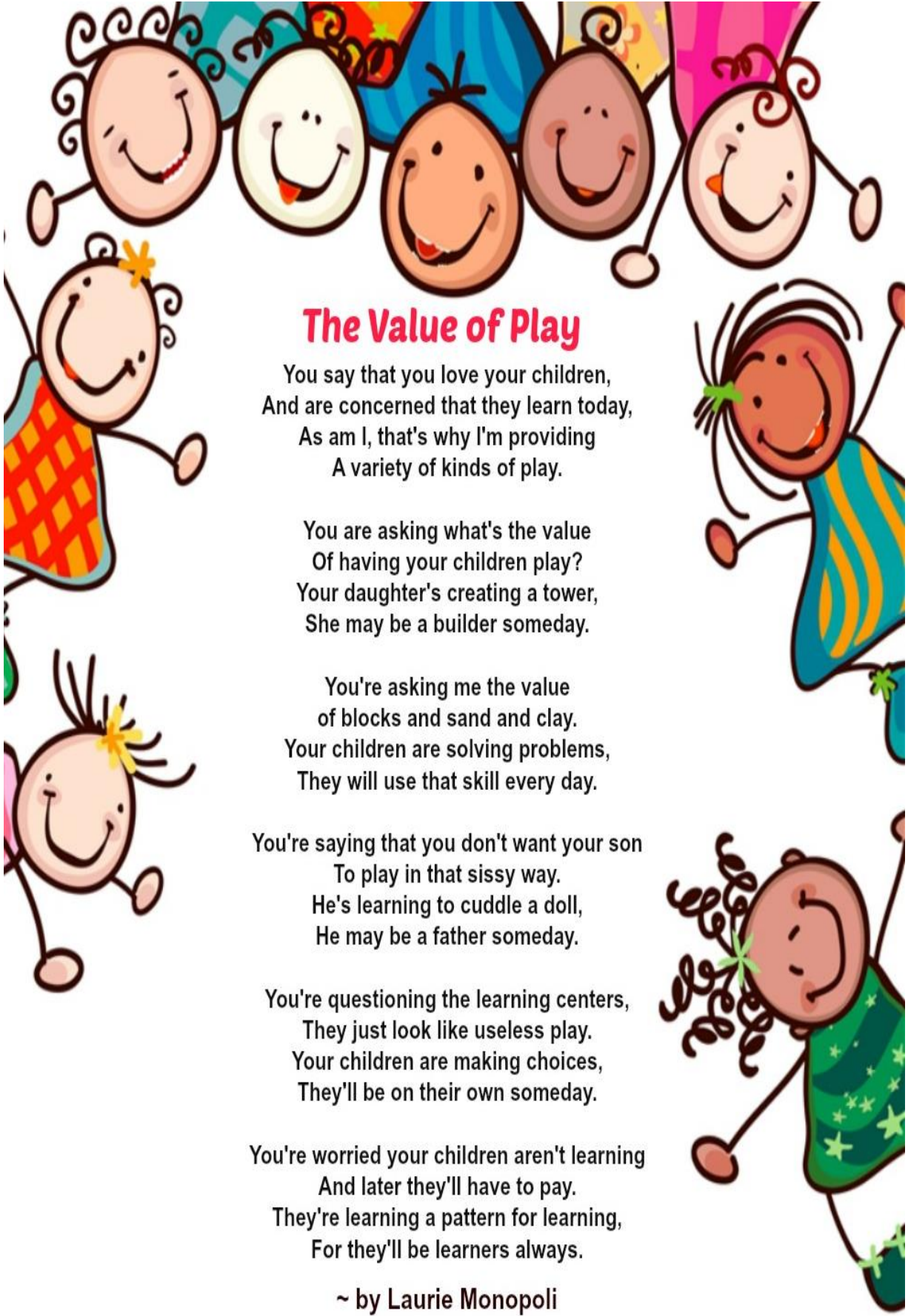
We observe the children in their play through daily activities and routines, child-initiated activities, planned adult directed and led activities, and learning that happens at home, shared by parents on Class Dojo.



“Children must
be taught
HOW TO THINK,
not what to think.”

Margaret Mead

WWW.VERYBESTQUOTES.COM



The Value of Play

You say that you love your children,
And are concerned that they learn today,
As am I, that's why I'm providing
A variety of kinds of play.

You are asking what's the value
Of having your children play?
Your daughter's creating a tower,
She may be a builder someday.

You're asking me the value
Of blocks and sand and clay.
Your children are solving problems,
They will use that skill every day.

You're saying that you don't want your son
To play in that sissy way.
He's learning to cuddle a doll,
He may be a father someday.

You're questioning the learning centers,
They just look like useless play.
Your children are making choices,
They'll be on their own someday.

You're worried your children aren't learning
And later they'll have to pay.
They're learning a pattern for learning,
For they'll be learners always.

~ by Laurie Monopoli

Assessment

In the first half of the Autumn term, (the first six weeks of school) we will baseline each child. Our Reception baseline is carried out in class as your child plays. It is completed by Teachers observing the children at their activities, both in the indoor and outdoor environments. This baseline is essential as it helps us to find out the starting point of each child and plan accordingly to ensure progress is made.



In addition to this baseline, all children starting Reception across the country, will be taking part in a Government 'statutory baseline'. This assessment focuses on Language, Communication and Literacy and Mathematics. The children will again be unaware of the assessment as it is activity based and used to find each child's starting point before they begin their school journey.

In the Summer term of Reception, **The Early Years Foundation Stage Profile (EYFSP)** is completed. These assessments provide us with a clear picture of the child's development, knowledge, understanding and abilities, and their readiness for Year 1.

Each child is assessed against the seventeen Early Learning Goals and teachers determine whether children are working at the 'Emerging' stage or at 'Expected' stage of development. The National Expectation is that children achieve 'Expected' in 12 of the Early Learning Goals to achieve their GLD (Good Level of Development). To achieve their GLD, your child needs to achieve their ELG's in their Prime Areas (Communication & Language, Physical Development & Personal, Social and Emotional Development) and in 2 of their Specific Areas (Literacy and Mathematics). Please see the Reception end of year expectations (ELG's) on the next page.

The EYFSP is shared with parents/guardians through an end of year report and you can make an appointment to see your child's class Teacher to discuss these.

Development can only
take place when children are
actively involved,
when they are occupied with a
high, non-stop degree of concentration,
when they are interested, when they
GIVE THEMSELVES completely,
when they use all their
(mental)
abilities
to invent and
MAKE new things
and when this gives them a high degree of
satisfaction and pleasure.

Ferre Laevers

Early Learning Goals

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> 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. 	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> 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. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> 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.
<p>Speaking</p> <ul style="list-style-type: none"> 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. 	<p>Managing Self</p> <ul style="list-style-type: none"> 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. 	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> 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. 	<p>Building Relationships</p> <ul style="list-style-type: none"> 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. 	<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> 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.
<p>People, Culture and Communities</p> <ul style="list-style-type: none"> 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. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> 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. 	<p>Word Reading</p> <ul style="list-style-type: none"> 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.
<p>The Natural World</p> <ul style="list-style-type: none"> 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. 	<p>Numerical Patterns</p> <ul style="list-style-type: none"> 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. 	<p>Writing</p> <ul style="list-style-type: none"> 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.

We look forward to working with you, your child's first educators as we start on their Reception learning journey as we grow together in Faith, Love and Learning.

Children Are . . .

Amazing, cherish them.
Believable, trust them.
Childlike, let them.
Divine, respect them.
Energetic, nourish them.
Fallible, embrace them.
Gifts, unwrap them.
Here Now, be with them.
Innocent, delight in them.
Joyful, appreciate them.
Kindhearted, join them.
Loveable, love them.
Magical, fly with them.
Noble, esteem them.
Open-minded, hear them.
Precious, treasure them.
Questioners, encourage them.
Resourceful, support them.
Spontaneous, enjoy them.
Talented, believe in them.
Unique, affirm them.
Vulnerable, protect them.
Whole, recognize them.
Xtra Special, celebrate them.
Yearning, notice them.
Zany, laugh with them.

