

ST PETER'S C E PRIMARY SCHOOL – EARLY YEARS FOUNDATION STAGE CURRICULUM

EARLY YEARS FOUNDATION STAGE	AUTUMN	SPRING	SUMMER
Communication and Language	<p>PRIME AREA of learning Communication and language</p> <p>a. Listening and attention <i>Encouraging children to listen actively while engaged in a variety of activities from which he or she is able to re-call significant details. This includes stories and rhymes. Children listen and give their attention to what other children or adults say and respond appropriately, being able to predict or ask relevant questions.</i></p> <p>b. Understanding <i>Encourage each child to be able to understand and respond to a series of simple steps in order to complete a familiar or unfamiliar activity. Children are able to demonstrate understanding by answering questions including ‘how’ and ‘why’ about stories and events.</i></p> <p>c. Speaking <i>Encourage each child to speak clearly and with confidence in both familiar and less familiar groups, using tenses correctly. Each child can use speech to recreate, rehearse and reflect on his or her experiences and to clarify, question, connect ideas and express personal feelings.</i></p>		
Communication and language	<p>Fiction and Poetry – A wide variety of traditional, nursery and modern rhymes, chants, actions, verses, poetry and stories with predictable structures and patterned language. Non-Fiction – Simple non-fiction texts, including recounts.</p>		
Physical Development	<p>PRIME AREA of learning Physical Development <i>Children are encouraged to demonstrate co-ordination and control in both fine and gross motor activities.</i></p> <p>a. Moving and handling <i>Sense and Space – Developing co-ordination, control and movement indoors and outdoors throughout the curriculum.</i></p> <p>b. Health and self-care <i>Using tools and materials to create food to eat. Understand the need for safety, physical exercise and a balanced diet to maintain a healthy body.</i></p>		
Moving and handling	<p>Pre-writing activities Music/drama/dance Beanbag/ball skills – hand and foot. spatial awareness games climbing/bike riding building with construction equipment</p>	<p>Painting and writing activities Gymnastics – travelling in different ways/balancing Ball skills – hand and foot Circle/music games Climbing/bike riding Parachute games Building with construction equipment</p>	<p>Fine motor skills focus in letter formation writing activities Team games with hoops, balls, quoits, ropes, beanbags etc. Climbing/bike riding Parachute games Building with construction equipment</p>

Health and self-care	Body needs (link to hospital topic) Safety in school Healthy practises in their everyday life	Body awareness (heat/cold incl.) Safety in and out of school Healthy practises in their everyday life	Hygiene Balanced diet Healthy practises in their everyday life
Personal, social and emotional Development	PRIME AREA of learning Personal, social and emotional development <i>a. Self confidence and self awareness</i> <i>Encouraging children to play independently with others (making choices outdoors and indoors), expressing their ideas and innovations and asking for support when needed.</i> <i>b. Managing feelings and behaviour</i> <i>Encourage each child to respond appropriately to experiences, communicating his or her needs, views and feelings. Each child is encouraged to be aware of his/her words and actions and can adapt his or her behaviour according to St Peter's School's expectations in Early Years Foundation Stage.</i> <i>c. Making relationships</i> <i>Every child, when playing with others is encouraged to play co-operatively, taking turns and responding using St Peter's School's values, being respectful and listening to other children's ideas and points of view in a kind and considerate way.</i>		
Personal, social and emotional Development	New beginnings My body	Getting on and falling out Changes	Feelings Going for goals
Literacy	SPECIFIC AREA of learning Literacy Encourage children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. <i>a. Reading</i> <i>Children use cues such as pictures, letter/word recognition, knowledge of the story or context and reading for meaning in order to help them comprehend a range of fiction and non-fiction texts. Each child is encouraged to blend and segment words independently and apply their phonic knowledge to regular and irregular unfamiliar ('tricky') words. He or she is then encouraged to share his or her feelings with others about what they have read.</i> <i>b. Writing</i> <i>Our children are encouraged to write for a range of purposes in meaningful play and formal contexts. Children's writing may include features of different forms such as stories, lists, labels, captions, recipes, instructions and letters. We encourage children to write phonetically plausibly when he or she writes simple regular words and <u>particularly</u> when he or she attempts to write more complex words. Please join us in being excited and positive when your child does this.</i>		
Literacy	Fiction and Poetry – A wide variety of traditional, nursery and modern rhymes, chants, actions, verses, poetry and stories with predictable structures and patterned language. Non-Fiction – Simple non-fiction texts, including recounts.		
Mathematics	SPECIFIC AREA of learning Mathematics <i>a. Number</i> <i>Within play and other practical situations, your child counts and orders numbers from 0-20 and finds one more or one fewer (less) than a</i>		

Number Shape, space and measure	<p><i>given number. We encourage your child to use everyday and play objects to apply a range of strategies to add and subtract quantities involving two single digit numbers such as counting on to add and counting back to subtract. In a range of outdoor and indoor practical and play contexts your child is encouraged to explore and solve problems involving doubling, halving and sharing, trying out her or his own methods.</i></p> <p>b. Shape, space and measures <i>Each child is encouraged to use everyday (and mathematical) language to share their thinking about size, weight, position, time, capacity, money and distance to compare quantities and objects to solve problems. Each child is encouraged to recognise and describe patterns and notice them in the environment. Each girl and boy is encouraged to make patterns using a range of media and resources.</i></p>		
	Counting and recognising numbers. Adding and subtracting. Solving problems, reasoning about numbers, shapes and money.		
	Comparing and ordering measures. Exploring pattern, shape and space.		
Understanding the world	<p>SPECIFIC AREA of learning Understanding the world</p> <p>a. People and communities/RE <i>Every child is encouraged to communicate about events involving them and family members now and in the past, and future. They listen, comment and show sensitivity towards other children's experiences, communities and traditions which may be the same or different to their own. Each child may demonstrate these experiences through actions, behaviour, or communications accompanied by photographs (provided by parents).</i></p> <p>b. The world <i>Each child explores through play and real experiences, showing her or his learning and understanding of living things, objects and materials. We encourage all children to have a curiosity and interest about the immediate environment around them and recognise when things have similar or different features. Our children need to investigate, notice changes and interact with elements of their natural and manufactured environment before communicating what is happening and why to us at St Peter's, and also their family and friends</i></p> <p>c. Technology <i>Children at St Peter's are encouraged to choose the technological opportunities around her or himself as a tool to enhance and extend their learning. Through discussion, play and practical application each child is encouraged to demonstrate that he or she knows about technology and its use in his or her life and local environment.</i></p>		
Understanding the World - Topics	Seasons – Autumn + The Hospital Seasons – Winter + The Bakery	Winter weather + The cave The Garden Centre + Seasons - Spring	The Garage + Seasons – types of weather Under the water + Seasons - Summer
People and communities/RE	Transport Harvest festival. Hannukah Myself Christmas	Families Who were friends of Jesus New life Chinese New Year Festivals	The Post Office Who was Noah Special books Festivals of the world Malaysian culture

The World	Where in the world is Barnaby Bear?	Passport to the world	Where in the world is Barnaby Bear?
Technology	Technology for particular purposes Introduction to modelling	Technological choices at home and at school. Using a word bank	Using technology through play The information around us
Expressive arts and design	<p>SPECIFIC AREA of learning Expressive arts and design</p> <p><i>a. Exploring and using media and materials</i> Each child may recall and sing songs independently or in a group as he or she engages with other activities. Children are encouraged to use a variety of materials, tools and techniques safely through an exploration of colour, design, texture, form and function. NB – the processes are more important than the finished product, as is music and dance, by which children are encouraged to express themselves, emotions or responses.</p> <p><i>b. Being imaginative</i> Children at St Peter’s are encouraged to explore and experiment in a variety of imaginative ways in response to a range of creative stimuli. They can then represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>		
Exploring and using media and materials	Drawing and colour observational skills Mask making – colour mixing Card and paper construction	Colour and print making Pattern and shape Textiles	Drawing – observations skills, tone Sculpture/textiles Joining materials, weaving, collage Mouldables Food
Being imaginative	Beat and tempo High and Low Exploring sounds and silence ‘going places’	Loud and quiet Timbre Patterns, rhymes and rhythms	Structure – moving patterns Texture High and low – fast – slow