

How we teach Early Years Foundation Stage

Areas of Learning and Development			
Prime Areas			
Personal, Social and Emotional Development	Physical Development	Communication and Language	
<ul style="list-style-type: none">• Making Relationships• Self-confidence and Self-awareness• Managing Feelings and Behaviour	<ul style="list-style-type: none">• Moving and Handling• Health and Self-care	<ul style="list-style-type: none">• Listening and Attention• Understanding• Speaking	
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none">• Reading• Writing	<ul style="list-style-type: none">• Numbers• Shape, Space and Measures	<ul style="list-style-type: none">• People and Communities• The World• Technology	<ul style="list-style-type: none">• Exploring and Using Materials and Media• Being Imaginative

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

communication and language
physical development
personal, social and emotional development

There are also four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

literacy
mathematics
understanding the world
expressive arts and design

Subject approach

At St. Peter's, we plan for a variety of activities and experiences for the children to develop and build on their skills and knowledge throughout the year, through explicit teaching and explorative play.

St. Peter's is a caring Christian community, where we LOVE, LEARN and AIM HIGH.

St. Peter's CE Primary School, the EYFS curriculum is designed to build upon children's prior learning from previous settings and their home experiences. Our curriculum is child centred at its heart, recognising that each child is an individual and comes to school with a wealth of knowledge and cultural experiences. We get to know each individual child and their interests so the learning opportunities that we provide are motivating and inclusive.

Vision Concepts:

Our vision concepts spiral throughout our curriculum so St Peter's children have a range of opportunities to apply what they have learnt in meaningful contexts and live out our school values, develop spiritually and explore their own beliefs

Implementing the EYFS helps to further develop our curriculum's vision concepts.

Community

The concept that we have a responsibility as a Christian community to learn about, understand and love others in our school, village, nation and the world

Christian Values

The concept that if we live by our distinctively Christian values and can demonstrate the qualities of our learning friends we will be equipped as lifelong learners

Ambition

The concept that we should use our knowledge and skills to improve the lives of ourselves and others

Community is developed through the prime areas of **Communication and Language**, and **Personal, social and emotional development**. Children at St. Peter's enjoy quality conversations modelled by skilled adults and practiced with each other; exploring stories and new vocabulary which gives them the tools to communicate with each other effectively. Opportunities for play and discussion **encourages collaboration**, as they learn to identify and regulate their needs and feelings, as well as becoming sensitive to the needs of others.

Christian Values are not only integral to our vision for the EYFS but also to meeting the children's Early Learning Goals at the end of the reception year. Here are some examples below of how our core Christian Values tie intrinsically into the EYFS curriculum:



Courage

- Be **courageous** to try new activities and show independence.



Perseverance

- Develop strategies for resilience and show **perseverance** in the face of challenge.



Creativity

- Share their creations, **explaining the process** they have used.



Respect

- Show an understanding of their own **feelings and those of others**, and begin to regulate their behaviour accordingly.



Reflection

- Offer **explanations** for why things might happen, making use of recently introduced vocabulary
- **Express their ideas and feelings** about their experiences using full sentences

Ambition is nurtured as our pupils learn to challenge themselves through identifying small steps in their learning each day. Rainbow Stick challenges are used in class as an independent for children to choose how to practice and apply their skills and knowledge using the three characteristics of effective learning:

- Playing and exploring - children investigate and experience things, and 'have a go'.
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Also, ambition for others is developed in early years as the children form daily routines and empathy for those that they share a classroom with. These fundamental habits in primary school are developed with the children so they have ownership and an environment where every child can flourish.

Planning

The EYFS Curriculum at St Peter's is planned to work alongside a 2 year rolling KS1 curriculum. The reception year is divided into 'themes' designed to engage and involve the children in their learning, making connections with and deepening their interests and world experiences. The EYFS long term plan maps out the skills and opportunities that will be provided in the setting over the year, to enable all children to make progress toward achieving GLD.

RECEPTION LONG TERM PLAN						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	ALL ABOUT ME	CELEBRATIONS	ONE UPON A TIME	LEARNING	DISCOVERY	ALL TOGETHER GREAT AND SMALL
MATHS Coverage taken from the school's maths tracker. Opportunities for learning are developed using NCETM materials, CP and explicit teaching.	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	*Recite numbers past 5. *Say one number for each item in order: 1,2,3,4,5. *Can use the cardinal principle * Create ABAB patterns *Talk about and identify patterns around them *Select shapes appropriately for building *Solve real world mathematical problems with numbers to 5 *Compare quantities most/least	*Can recite numbers to 10 *Can recognise written numerals to 10 *Can subitise to 5 *Can find 1 more or less than a quantity to 5 *Can name triangles, squares, circles and find them in the environment *Can identify and continue ABAB patterns *Compare length and height *Talk about and explore 2D and 3D shapes using informal and mathematical language *Understand the 'one more/one less' relationship between consecutive numbers	* Make comparisons between objects relating to size, length, weight and capacity *Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. * Extend and create ABAB patterns – stick, leaf, stick, leaf. * Notice and correct an error in a repeating pattern. Continue and copy repeating patterns.	Can subitise to ten *Count confidently forwards and backwards from ten *Count beyond ten *Select and manipulate shapes to develop spatial reasoning skills *Continue, copy and create repeating patterns *Notice and correct errors in repeating patterns *Compare weight and capacity *Automatically recall number bonds to numbers 0-5 *Explore composition of numbers to 10 *Automatically recall some number bonds to 10	*Automatically recall some number bonds for numbers 6,7,8 * Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' *Subitise (recognise quantities without counting) up to 10 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. *Describe positions and direction using prepositional vocabulary *Name familiar 2D shapes and describe their properties using vocabulary: -corners, curves, side, flat, round *Name some familiar 3D shapes and describe their properties	*Have a deep understanding of number. *Recall number bonds to 10. *Recall doubles facts to ten. *Accurately write numbers to 10. *Compare quantities up to 10 in different contexts, recognising when one quantity is greater, less or equal to another quantity. *Explore pattern within number such as odds and evens, doubles and sharing equally. *Talk about adding and taking away in practical contexts.

Weekly planning for each half-termly theme shows small steps (taken from the Development Matters Statements) and activities planned for enhanced provision. Each week has a text theme that supports Drawing Club activities. Drawing Club has been chosen to work alongside our Letterjoin Scheme, as a way to engage children with language, narrative, and a joy of mark-making/writing.



DRAWING CLUB: THE ADVENTURE INTO BOOKS

BOOK TITLE: THE COLOUR MONSTER BY ANNA LLENAS

VOCABULARY FOR WEEK	DAY ONE	DAY TWO	DAY THREE	DAY FOUR	DAY FIVE
DISCOMBOBULATED INEFFECTUAL ASSIST SHIMMERING SOBBING ENRAGED EVAPORATE TIMID TRANQUILITY	A COLOUR MONSTER	A HOME FOR ALL THE EMOTION JARS TO LIVE IN	THE EMOTION THIEF IS COMING! WHAT DOES IT LOOK LIKE AND WHICH EMOTION DOES IT WANT TO STEAL?	THE COLOUR MONSTER WANTS TO FIND THE THIEF SO IT CAN GET THE EMOTION BACK. DRAW A MAP SO HE CAN FIND ITS WAY	THE COLOUR MONSTER HAS THE STOLEN EMOTION SAFELY BACK HOME. WHAT CAN HE INVENT TO KEEP THE THIEF OUT?

Week 2 - Colour Monster

Area of learning	Objectives	Activities	Key vocabulary and questions
CLL	Understand how to listen carefully and why listening is important	Talk about how we show listening to others and why listening is important; it helps us learn about each other and share ideas. Look at pictures of children's faces. Discuss how those children are feeling and why they might be feeling that way. https://www.twinkl.co.uk/resource/feeling-sad-what-can-i-do-activity-sheet-cfe-p-394	I feel happy when... Sad, unhappy, happy, cheerful, worried, anxious, excited, angry, cross
PSED	See themselves as a valuable individual Identify and moderate their own feelings socially and emotionally.	Ask the children to make a sad, happy, angry face etc. Take photos and add them to our class colour monster display. Encourage the children to colour their monster according to the face.	Sad, unhappy, happy, cheerful, worried, anxious, excited, angry, cross
PD	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Dough Disco, using scissors and pencils to colour. Letter joining fine and gross motor activities	Vocab around the letter join gross motor animal activities i.e. Colin the Crab
Literacy	Engage in extended conversations about stories, learning new vocabulary.	Colour Monster. Share the colour Monster Story and talk about our different feelings and the colours they represent. Encourage children to explore the story using sensory bottles and colour monster toys using vocabulary about our feelings.	I feel happy when... Sad, unhappy, happy, cheerful, worried, anxious, excited, angry, cross
MD	Assessment: subitising and number	RBA assessment/ number in outside area	
KUW	Name and describe people who are familiar to them Talk about members of their immediate family	Ask the children to draw a picture of the different people in their family. Can they name each person and their relationship?	
EAD	To use pencils and brushes to make marks.	Opportunities to Draw and paint, explore colour and lines, or use tools independently.	

White Rose is used to plan enhanced provision and focused group activities for daily maths sessions. The White Rose slides provide opportunities to introduce new vocabulary and discussion around mathematical concepts. Evidence is collected in books using photographs, pupil voice and, where relevant, written mathematical work and jottings.

Early Reading - Phonics



We use a phonic scheme called 'Bug Club Phonics.' This scheme quickly exposes the children to phonics sounds and tricky words and has had a positive impact on reading and writing skills.

Children are assessed against the Reception Baseline Assessment RBA when they start school, and the cohort will either begin phonics with phase 1 or 2 based on their phonological awareness. Opportunities to develop phase 1 skills of listening to initial sounds, rhyme etc. are continually revisited through story and song throughout the year. Children in reception are on-track if they have completed Phase 4 by the end of the reception year.

Phase 2
In Phase 2 the following content is covered:
Unit 1: s a t p s a t and p
Unit 2: i n m d Language session
Unit 3: g o c k Language session
Unit 4: ck e u r Language session
Unit 5: h b ff ll ss Language session

Phase 3
In Phase 3 the following content is covered:
Unit 6: j v w x Language session
Unit 7: y z qu Language session
Unit 8: ch sh th ng Language session
Unit 9: ai ee igh oa oo (long) oo (short) Language session
Unit 10: ar or ur ow oi Language session
Unit 11: ear air ure ur Language session

Phase 4
In Phase 4 the following content is covered:
Unit 12: cvcc Language session 1 cvc Language session 2 ccvc/ccvc/ccvc Language session 3

In the summer term, the Year 1s will prepare for the Statutory Phonics Screening Check. (<https://www.gov.uk/government/publications/key-stage-1-phonics-screening-check-administration-guidance>)

They will have practiced for this by taking part in phonics assessments from reception (Phase 3 onwards) where they will have opportunities to practice using sound buttons to support blending skills.

In year 1, alongside phase 5 lessons, they will have opportunities to practice blending using previous years' assessments and the Bug Club Screening Mock assessments

In Reception, all children are provided with a Bug Club account to practice and apply their phonic knowledge. We promote the importance of reading and practising phonics, emphasising that sharing books daily and 10 minutes per week of phonics practice is the optimum for supporting the children's reading progress.

Each week, relevant phonemes, e-books and games are uploaded to each child's Bug Club account. These reflect the phonemes taught and revisit tricky words and blending processes practiced with the children daily.

Phonic reading books are not sent home with children until they are able to confidently recognise and blend set 1 of the phase 2 phonemes. Books are then changed weekly by the teacher or TA after reading with the children.



Fine Motor Skills and Handwriting

At St Peter's we use Letterjoin to plan the development of fine motor skills and handwriting. In Early Years, we call handwriting practice 'Squiggle Club' to engage children with the joy of developing mark-making skills and hand strength.

The scheme progresses through daily gross motor and fine motor activities, forming patterns, forming cursive letter families and then writing words.

We aim for all children, by the end of reception to:

- Have developed strong fine motor skills that enable them to use a tripod grip for writing
- Have developed a strong core that enables them to have a good posture for writing
- Be able to form all lowercase letters correctly in a cursive form
- Be able to form all lowercase and upper case letters legibly so they can be read by themselves or others.

Circles and Spirals



Learning outcomes:

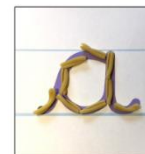
- To demonstrate confidence in gross and fine motor skills.
- To introduce vocabulary to describe pre-cursive patterns.
- To form Circles and Spirals pre-cursive patterns correctly.
- To sit correctly for handwriting and hold a pencil using the tripod grip.



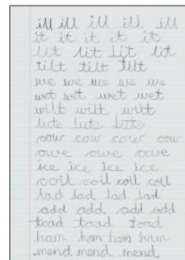
Action	Description
Finger Stretches	Put the tips of your fingers together and straighten your fingers by pushing your fingertips against each other. Repeat 5 times.
Play the Piano	Touch the table with one finger at a time from each hand like you are playing the piano. Start slowly and get faster.
Fishing Hooks	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Keep your knuckles straight and make a hook with your fingers. Hold, then straighten five times.
Fireworks	Make a fist with both hands and hold them tight. Then let your fingers go like exploding fireworks! Repeat five times.
Take a Bow	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Bend your knuckles but keep your fingers straight so your fingers bow to each other. Repeat 5 times.



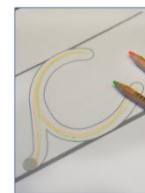
Practice easy letters and words using Magic Words on tablets and interactive whiteboards.



Use sensory materials to familiarise children with letter shapes.



Use letter joiners to help with letter formation.



Print out large scale letters for rainbow writing.

Assessment

When children start in reception, The Reception Baseline Assessment (RBA) is a short assessment that will be taken in the first six weeks. This baseline helps teachers identify what specific developmental steps need to be facilitated in the Autumn term to support both the class as a whole and for the unique child.

Phonics data is captured termly in an Excel tracker document, and a windscreen document to show % pupils on track.

Tapestry is used in Reception to record observations for prime and specific areas of learning during the academic year. These observations will inform assessments about whether each child has met each ELG.

The children are assessed against the ELGS in the Summer Term (where children are not on track to meet an ELG, they will be assessed as Emerging in this area).

For maths and literacy, work will mostly be evidenced in separate maths and English books, and summative assessment collated termly in maths and English windscreen documents, showing % of pupils on track. The White Rose scheme of work provides activities for formative assessment to identify which children are ready for the next small steps.

Tapestry



Throughout the year, our teaching staff will record observations in the online Learning Journal; Tapestry. These will include samples of work, photos and snapshots of their learning linked with the EYFS curriculum. This helps us to track and assess each child's progress, and plan future activities. Observations are captured in all areas except Literacy and maths. To support opportunities for quality observations, each day has 'focus children' and there is a specific 'area

of learning' focus every week. All children will have opportunities for mark-making, phonics and maths daily.

Observations must include:

- photo or video
- statement or quotations from children explaining what has been observed
- Flags to identify areas of learning
- Specific assessments from the EYFS 2021 identified, with child set as either Emerging or Expected (In the summer term, assessments are made against ELGs).