

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.

Rainbow Class Long term plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me	Dark days and cozy nights	Once upon a Time	In the garden	Are we nearly there yet?	Our Wonderful World
RE big questions	Why is the word God so important to Christians? CREATION	Why do Christians perform nativity plays at christmas? INCARNATION	How can we help others when they need it? SALVATION	Why do Christians put a cross in the Easter garden? SALVATION	What makes every person unique and precious? INCARNATION	How can we care for our wonderful world? CREATION
Weekly texts	Elmer Same but Different Colour Monster Where the Wild things are Kippers Birthday Leaf Man The Little Red Hen	The Nativity Bonfire Night Poem The Way Back Home Owl Babies Wow Said the Owl Dear Santa	The Hairy Toe Room on The Broom The three Little Pigs Goldilocks Red Riding Hood Charlie's Superhero Underpants Nat Fantastic	Jaspers Beanstalk The Tiny Seed Oliver's Garden The Easter Story Come on, Daisy by Jane Simmons Rosie's Walk Mrs Armitage on Wheels Jasper's beanstalk	We're going on a bear hunt by Michael Rosen How to Catch a Star- Oliver Jeffers Whatever next-Jill Murphy Mrs Armitage on Wheels Mr Gumpy's Motorcar	The Very Hungry Caterpillar. Wonderful Earth by Mick Inkpen AhhhhSpider The Rainbow Fish Dear Zoo by Rod Campbell
Focus topics (open to change)	Starting school with Mouse Marvellous me My feelings My family Making friends My body- being healthy Harvest	Autumn- seasonal change Bonfire Night Light and Dark Diwali Christmas	Chinese New Year Traditional Tales People who help us Heroes and Villains Shrove Tuesday	Growing Animal life cycles Caterpillars Farms Mothering Sunday Lent and Easter	Space Transport Contrasting countries around the world	Oceans and Ocean plastic Minibeasts Ocean animals Dinosaurs World environment Day Sports Day

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

Drawing Club: Adventure into books Autumn Term 2: Dark Days and Cozy Nights Remember the 3 Ms: Meaningful Conversation, Mark-making, Maths. Remember: the drawing is the story, not art. Model using rich narrative and story language whilst you draw. Remember: SHARE THE JOY of stories!					
Week 2 Red Riding Hood					
	Day 1	Day 2	Day 3	Day 4	Day 5
Get up Stand Up words	Vocab & Actions Story share Modelling Drawing and 3Ming Drawing Club	Vocab Story share Modelling Drawing and 3Ming Drawing Club	Vocab & Actions Modelling Drawing and 3Ming Drawing Club	Vocab Modelling Drawing and 3Ming Drawing Club	Vocab Modelling Drawing and 3Ming Drawing Club
hood, basket, forest, path, wolf, safe, rule, choice, help, listen.	Where is Red going? Why is she taking a basket? How do we know the forest could be a bit risky? What rules do you think her grown-up gave her? I'm making a list from Mum to remind Red how to be safe in the forest. DRAW: Red Riding Hood's basket of goodies. Guided Write, Group 1 Write a simple rule (e.g. Stay safe)	What does "lay on the path" mean? Why do rules help keep Red safe? What might happen if she doesn't listen? I'm drawing a long path with a stop sign. This shows the rule she must follow. "Which code lets us do not go here?" DRAW: A Map in the woods. Mark on the map where it is safe and where not to go. Guided Write, Group 2	Who does Red meet? Does the wolf seem kind or tricky? What choice does Red make here? What could she do instead? I'm drawing the wolf with sneaky eyes to show he is not safe. "What face code could show danger?" DRAW: The wolf Code Suggestions: sharp teeth, not Stop! signs with crosses	Who helps when things go wrong in the story? Who can help you when you feel worried? Some people pray or talk to God — why might that help them feel safe? I'm drawing helping hands and praying hands for their safety (or help). "Who can Red Riding Hood ask for help?" Can she find a way to help the wolf to make better choices, or show forgiveness? DRAW: someone helping Red or helping wolf to be kind. Guided Write, Group 1 Write a letter to the Wolf telling him how to be kind	How do we know Red is safe at the end? What rule would you tell someone else after hearing this story? How can we help keep each other safe? I'm drawing Red smiling with her family. This shows safety and care. DRAW: Red Riding Hood safe with her family OR Draw the wolf being kind. Guided Write, Group 2

Each week, adults working with the children observe and interact with pupils to identify strengths and gaps in an individuals' learning progress. Staff have a deep understanding of the EYFS curriculum and their observations are used to adapt focused teaching/ enhanced provisions for the coming week. Opportunities for direct teaching are explicitly planned for all the areas of learning, tied-in to a pre-termly discussion around the children's interests and enquiry questions.

Dark Days and Cozy Nights EAD					
Learning focus	Knowledge	Curriculum	Teacher Directed task	Enhanced provision	
Week 1 - Glimmer and the three bears	<ul style="list-style-type: none"> Children explore other textures and materials to represent nature and landscape using a variety of materials to represent the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	<ul style="list-style-type: none"> Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	<ul style="list-style-type: none"> Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	<ul style="list-style-type: none"> Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	
Week 2 - Glimmer and the three bears	<ul style="list-style-type: none"> Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	<ul style="list-style-type: none"> Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	<ul style="list-style-type: none"> Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	<ul style="list-style-type: none"> Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	
Week 3 - Glimmer and the three bears	<ul style="list-style-type: none"> Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	<ul style="list-style-type: none"> Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	<ul style="list-style-type: none"> Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	<ul style="list-style-type: none"> Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	

Once Upon A Time KUW					
Learning focus	Knowledge	Curriculum	Teacher Directed task	Enhanced provision	
Week 1 - Summer Winter	<ul style="list-style-type: none"> Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	<ul style="list-style-type: none"> Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	<ul style="list-style-type: none"> Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	<ul style="list-style-type: none"> Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	
Week 2 - Summer Winter	<ul style="list-style-type: none"> Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	<ul style="list-style-type: none"> Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	<ul style="list-style-type: none"> Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	<ul style="list-style-type: none"> Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	
Week 3 - Summer Winter	<ul style="list-style-type: none"> Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	<ul style="list-style-type: none"> Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	<ul style="list-style-type: none"> Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	<ul style="list-style-type: none"> Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. Children explore the texture of the forest and the bears. 	

White Rose is used to plan explicit teaching, as well as 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 e k Language session
Unit 4: ck e u r Language session
Unit 5: h b ff ll ss Language session

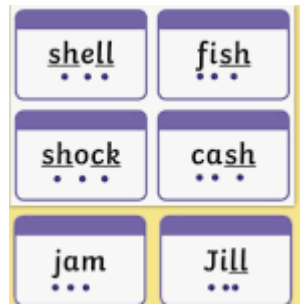
Phase 3
In Phase 3 the following content is covered:
Unit 6: j v w x Language session
Unit 7: y z qu Language session
Unit 8: ch sh th ng Language session
Unit 9: ai ee igh oa oo (long) oo (short) Language session
Unit 10: ar or ur ow oi Language session
Unit 11: ear air ure ur Language session

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:

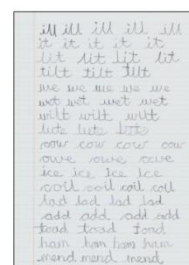
- To demonstrate confidence in gross and fine motor skills.
- To introduce vocabulary to describe pre-cursive patterns.
- To form Circles and Spirals pre-cursive patterns correctly.
- To sit correctly for handwriting and hold a pencil using the tripod grip.



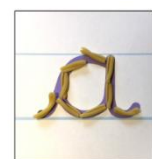
Action	Description
Finger Stretches	Put the tips of your fingers together and straighten your fingers by pushing your fingertips against each other. Repeat 5 times.
Play the Piano	Touch the table with one finger at a time from each hand like you are playing the piano. Start slowly and get faster.
Fishing 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 key letters and words using Magic Words on tablets and interactive whiteboards.



Use letter-join's tracing paper for real handwriting practice.



Use sensory materials to familiarise children with letter shapes.



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 regularly, following the Bug Club Assessment guidance in an Excel tracker document and a windscreen document is used termly 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. Tapestry used a bespoke 'Rainbow Class' assessment tracker that uses the development matters statements as a guideline. Children working towards or not showing evidence for a statement will be marked as Emerging, those working at the expected level will be marked as advancing, and those working beyond will be marked as deepening in the autumn and spring terms. Adults will finally assess against 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 support identification of which children are ready for the next small steps and for gaps assessments.

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).