



## Our Early Years Foundation Stage Curriculum



At the heart of our teaching and learning in the early years at Malvern Parish are the Characteristics of Effective Learning which are essential for children's development. These are:

- 1) Playing and Exploring:
  - Finding out and exploring
  - Using what they know in their play
  - Being willing to have a go
- 2) Active Learning
  - Being involved and concentrating
  - Keeping on trying
  - Enjoying achieving what they set out to do.
- 3) Creating and Thinking Critically
  - Having their own ideas
  - Using what they already know to learn new things
  - Choosing ways to do things and finding new ways.

Our Early Years curriculum is supported by the statutory and non-statutory guidance for the Early Years Foundation Stage (Department for Education and Skills). Our Early Years Foundation Stage curriculum supports Learning and Development within 7 main curriculum areas:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

### Busy Bee Challenges

Each area of learning is incorporated into a variety of activities which the children are encouraged to complete. These are called The Busy Bee Challenges. These challenges are designed to encourage each child to access every area of the curriculum and therefore receive a broad and balanced educational experience. When the challenges are completed, the children collect a coloured stick and receive a certificate to reward their efforts. This also gives the children the opportunity to develop as independent learners who can approach an activity with enthusiasm and confidence to challenge themselves. There is a strong emphasis on learning through play, both pupil initiated and planned play. The curriculum is delivered through a combination of whole class activities, adult led focused activities and pupil initiated activities.

#### **Personal, Social and Emotional Development**

As this is such an important skill for the pupils to develop we provide continuous opportunities for the pupils to develop skills in...

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Integrated into the daily curriculum are opportunities for the children to develop all of these skills through the play based curriculum. These skills are also reflected in the values and beliefs that are taught to the children in whole school collective worship and behaviour policy.

## Communication and language

- Listening and attention
- Understanding
- Speaking

At the core of our curriculum is interaction with the children which enables them to develop communication skills. Throughout the year, the children will gain confidence to express themselves in a variety of social and learning situations. There will be opportunities for them to demonstrate their understanding in an assortment of ways and to use a broad and rich range of vocabulary.

## Physical development

- Moving and handling
- Health and self-care

Physical development is at the heart of every area of learning as the children develop fine and gross motor skills through a variety of play based activities. Activities such as threading, construction, using pegs and tweezers, malleable materials such as play dough, all enhance their ability to form letters as physical development is closely linked to writing skills.

The children are taught about a healthy lifestyle and learn that physical activity is an important part of being happy and healthy. As the children become more independent, they learn to make healthy choices which include an awareness of sun safety, hydration, personal hygiene, screen time, sleep and diet.

Reception pupils have weekly P.E sessions where they develop key skills in preparation for PE in Key Stage 1.

## Literacy

- Reading

**The Early Learning Goal (ELG) states that children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.**

In order to work towards the ELG, all pupils take part in daily phonics sessions. Phonic sessions are planned using the 'Letters and Sounds' document. Particular focus is placed on blending and segmenting skills which are also shared with the parents in a phonics workshop. Within the classroom, reception pupils have a 'reading garden' where they can go and explore a wide variety of texts.

Parents are expected to share a book with their child each night. The children will take home a book that is closely matched to their phonic knowledge from a range of reading schemes for them to practice their reading skills. In addition, the children will choose a class library book that we suggest is read to them as a bedtime story.

The common irregular words are taught in a range of ways. Each set is grouped into decodable (green) and non-decodable words (pink). The children take a set home each week to practice reading and writing them with their parents. They are encouraged to notice them in different places, write them in steam or mud, sing songs and practice the letter formation within the word.

- **Writing**

**The Early Learning Goal (ELG) states that children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.**

In addition to their daily phonic sessions (please see reading), pupils are provided with the opportunity to write for a variety of different purposes: lists, labels, recipes, names, menus, stories etc. When children enter reception class, mark making is encouraged and promoted. Writing opportunities are available in all areas of the classroom, both inside and outside. Many of the physical development activities will help to support their writing ability and cursive letter formation.

The children will sometimes work in a focus group to practice specific skills with an adult. The spelling of irregular common words should be correct and they will be taught how to use word mats and working walls to aid their writing. They will record some work in their writing book and their self-initiated work will be added to their learning journey. Adults in the classroom will help the children to engage with their targets verbally and to begin to learn about the marking policy at Malvern Parish.

## **Mathematics**

- **Number**

(ELG) Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

- **Shape, space and measure.**

(ELG) Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

As the children make progress towards the Early Learning Goal, they have opportunities to demonstrate their mastery skills in a range of appropriate activities, both inside and outside of the classroom. They will learn some of the strategies found within the key stage 1 mastery curriculum such as the use of ten frames, part-part whole models and the representation of numbers in different ways. This will help them to develop a sound early understanding of the number system.

Adults, in all areas of the classroom, will model mathematical language and use questioning to deepen the children's understanding and enhance their learning. Some activities will be child initiated and others will be planned focus activities.

## **Understanding the World**

- People and communities
- The world.
- Technology

Through the variety of topics taught, the pupils build a range of knowledge and skills about the world around them. As we teach our Christian Values, the children will learn how to take care of the world around them and each other. Families are encouraged to share their skills with reception class as we learn about each other. Our global link with Mabawa Primary School in Tanzania provides the opportunity to celebrate other cultures and develop tolerance and understanding of different ways of life. A variety of technologies are found in reception class and the children are encouraged to build on the skills that they develop at home, such as taking and sharing photographs, using tablets and computers and finding out how things work.

## **Expressive arts and design**

- Exploring and using media and materials
- Being imaginative

The creation station and the role play areas in the classroom offer the opportunity for the children to develop skills such as using scissors and show their creativity and imagination. Role play also helps to develop their language skills and making relationships (PSED). The children are encouraged to choose their own resources and develop strategies to improve upon their creations.