



Early Years Foundation Stage (EYFS) Curriculum

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Our children in the Federation of Yatton Schools, join the Reception class in the year that they turn five years old. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life. We endeavour to ensure that children “learn and develop well and kept healthy and safe.” We aim to support children in their learning through “teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life.” (Statutory Framework for the EYFS 2012)

The Early Years Foundation Stage is based upon four principles:

- * **A unique child** – developing resilient, capable, confident and self-assured individuals.
- * **Positive relationships** – supporting the children in becoming strong and independent.
- * **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- * **Learning and developing** – An acknowledgement that children learn in different ways and at different rates.

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use positive praise and encouragement, as well as celebration/ sharing assemblies and house points, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued in both our schools. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage.



We meet the needs of all our children through:

- * Planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- * Using a wide range of teaching strategies based on children’s learning needs;
- * Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- * Providing a safe and supportive learning environment in which the contribution of all children is valued;
- * Using resources which reflect diversity and are free from discrimination and stereotyping;
- * Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- * Monitoring children’s progress and taking action to provide support as necessary.

Positive Relationships

The Federation of Yatton Schools recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are the children’s first and most enduring educators and we value the contribution they make. We recognise the role that parents have played and their future role, in educating the children. We do this through a number of strategies (Please see EYFS Policy) including: formal and informal meetings, taster sessions, organising activities throughout the year that encourage parents to work with their children, inviting parents to make comments through ‘WOW’ slips and emails and written contact through reading diaries.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our schools, the EYFS teachers with the EYFS TAs act as ‘Key Persons’ to all children in EYFS. We have good links with the feeder preschools. Regular visits are undertaken by the EYFS in the Summer term and preschools are invited to school events.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and following children’s interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

Teachers and early years support staff provide the curriculum in the Reception classes of up to 30 children.

There are seven areas of learning and development of which three are “prime areas,” and four “specific areas.”

The prime areas

- * **Communication and language** – listening and attention, understanding and speaking

- * **Physical development** – moving and handling, health and self-care
- * **Personal, social and emotional development** – making relationships, self-confidence and self-awareness, managing feelings and behaviour

The specific areas

- * **Literacy** - reading, writing
- * **Mathematics** – numbers, shape, space and measures
- * **Understanding of the world** – People and communities, The world, technology
- * **Expressive arts and design** – exploring and using media and materials, being imaginative

Through careful assessments and observations, including information provided by parents and other settings, children’s development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child’s progress in any prime area gives cause for concern, staff will discuss this with the child’s parents and/or carers and agree how to support the child.

Planned and guided children’s activities will reflect different ways that children learn. We support children in using the three characteristics of effective teaching and learning. These are;

- * **Playing and Exploring** – engagement – finding out and exploring, playing with what they know and being willing to ‘have a go’
- * **Active learning** – motivation – being involved and concentrating, keeping trying and enjoying achieving what they set out to do.
- * **Creating and thinking critically** – thinking – having their own ideas, making links and choosing ways to do things.

(Statutory Framework 2012)

Religious Education – We follow the North Somerset framework Awareness, Mystery and Values. During the foundation stage, children begin to explore the world of religion and belief in terms of special people, books, times, places and objects, visiting places of worship and through celebration. Children listen to and talk about stories. They reflect upon their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live

P.S.H.E is taught through the SEAL scheme.

Mid-term Planning

The Reception Curriculum is planned under 6 themes during the year. Our Reception staff use the Development Matters in the EYFS Foundation Stage documents to ensure progression in learning activities provided for the children.

The plans develop with the children’s help as they are very much part of the planning process. Below are suggested planning maps for each theme that the children have helped us with so far, they could change according to the focus of individual groups.

Term 1 Under	Term 2 Under Christmas	Term 3 Homes Chinese New Year
Term 4 Homes	Term 5 Big and Small	Term 6 Big and Small

Under

Funny bones, X-rays, blood,
body organs, muscles,
playing doctors

What is under my
skin?

Aquariums, coral reef, fish
and sea creatures,
submarines, mermaids

What is underwater?

What is under my
feet?

Soil, rocks, mud, sand, caves,
plant roots, creatures, dinosaur
bones, treasure

Monsters, dust, toys, Princess
and the Pea, crocodile!

What is under my bed?

What is under the car
bonnet?

What animals live
underground?

Explore a car, how things
work, take apart
technology

Wizards and witches, making
spells, mixing and stirring,
drama, Winnie the Witch

Burrows, dens, hibernation,
worms, ants

Underpants!

Pants stories, Aliens
Love Underpants, The
Queen's Knickers

Under a spell

WOW! Activities

Hangstones – follow the animal trail – find hidden animals

-dig for min-beasts

- Winnie the Witch potion mixing day!

-digging for dinosaur bones

- get a parent mechanic in to visit with a car and car parts

-obstacle courses – going under

- den building

-bury different materials – what happens?

-Visit to Bristol Aquarium.

Homes

Construction site role play, building houses, look at house plans, insulation and keeping warm

Walk around Yatton looking at different houses, shapes, sizes, rooms, photos of own house

What is a house?

How are houses made?

Where do animals live?

Unusual and old/new homes!

Nests, burrows, caves, kennel, stable, coop, holt, web, drey

Aliens, space, caves, tree houses, Caravans, wooden houses, brick houses, yurt, castles, shelters

What is under the car bonnet?

What are homes like in Kenya and the North Pole?

Explore a car, how things work, take apart technology

Rooms, furniture, appliances, cleaning, decoration

Igloos, ice hotel, Massai Hut

Traditional tales

Inside a house

3 Little Pigs, Hansel and Gretel, Cinderella
Parable – Wise and Foolish Man

WOW! Activities

- Letter from the 3 Little Pigs – help us to build a strong house. – Loops of Learning Planning based on science and design and technology including joining, materials, strengthening.
- Cinderella Hot Spot – What's it like looking after a house!
- Massai Wow! – We're going on a Lion Hunt!
- Link School Work – what is your house like? What can you see from your window?
- Outdoor Den Building – Cadbury Hill
- Mystery House – changing clues for children to work out who is in the house e.g. aliens, dragons, fairies etc

Big and Small

Jack and the Beanstalk, The Friendliest Giant in Town, Selfish Giant

Giants!

From mini-beast to elephants, measuring, Noah's Ark

Big and Little animals

Growing Tall

What is big?

Seeds and plants, Cadbury Hill plant hunt, Stickman story

Monsters, grown-ups, tractors, buildings, towers, mountains, volcanoes

What is small?

Measuring

Babies, fairies, elves, fingers, toes, fairy village

Names, carnivore, omnivore, herbivore, movement, noise, colour, shape

Height, jumps, buildings and models, different ways of measuring, capacity

Dinosaurs

WOW! Activities

- Giant's Shoe Mystery – letters form the giant.
- Noah's Ark Zoo
- Cadbury Garden Centre Animal Visit
- Forest Skills and Teddy Bear Picnic
- Dinosaurumpus or Ugly Bug Ball? Loops for Learning activity where children decide which celebration they will have at the end of the term.