



Early Years Foundation Stage Curriculum Overview

Our EYFS in St.Winefride's School consists of Kindergarten and Infants 1 with our pupils aged between 3-5 years old. We believe that every child deserves the best possible start to their school life and we strive to give all our children the support that enables them to fulfil their potential. We are passionate about providing high quality, child centred early years' education and our children consistently achieve results above National average at the end of the Early Years Foundation Stage.

The EYFS long term plan is first and foremost the EYFS Statutory Framework. The Framework has seven areas of learning, consisting of three prime areas and four specific areas. All areas of learning and development are important and interconnected. The curriculum also develops the three key characteristics of effective learning: playing and exploring, active learning, creating and thinking critically. These areas of learning and key characteristics are used to plan activities for the children based on their individual development, interest and learning needs. The areas of learning are delivered through a combination of planned purposeful play, with a balance of adult led and child-initiated independent activities, and more focused whole-class teaching sessions and small guided group work. Learning takes place both in the classroom and outdoors. Progress is closely monitored by our experienced Early Years staff and recorded in individual pupil profiles and Special Books. At the end of the foundation stage an EYFS profile will be completed for each child and shared with their parents/carers as well as the year 1 teacher.

As our planning is child centred, driven by individual interests and next steps we follow a flexible yet structured plan, the only fixed themes being transitional provision, key seasonal interests and celebrations such as Christmas.

Medium Term planning is used to ensure a balance of provision and also respond to children's interests. Through tracking of progress of individual children and the cohort, areas of development are highlighted and planned for. We ensure regular opportunities and a variety of ways for parents to be involved in their child's learning throughout the year, including sharing wow moments and completing a 'unique child parent contribution sheet'.

As part of our provision Kindergarten children are taught Spanish, Gymnastics, Music Express, singing and Ballet by specialist teachers.

Infants One are taught French, Spanish, Gymnastics, Tennis, Music Express, singing and Ballet by specialist teachers.

Prime Areas of Learning	Early Learning Goals
Communication and Language	<p>Listening and Attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding: children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p>Speaking: children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
Personal, Emotional and Social Development	<p>Making relationships: children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings. They form positive relationships with adults and other children.</p> <p>Self-confidence and Self awareness: children are confident to try new activities. They can say why they like some activities more than others. They are confident to speak in a familiar group. They will talk about their ideas. They will choose the resources they need for their chosen activities. They say when they do or don’t need help.</p> <p>Managing feelings and behaviour: children talk about how they and others show feelings. Children talk about their own and others’ behaviour and its consequences and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations. They take changes of routine in their stride.</p>

Physical Development	<p>Health and Self-Care: children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and person needs successfully, including dressing and going to the toilet independently.</p> <p>Moving and handling: children show good control and co-ordination in large and small movements. Children move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>
Specific Areas of Learning	
Literacy	<p>Writing: 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.</p> <p>Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>
Mathematics	<p>Shape, space and measure: 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.</p> <p>Numbers: children count reliably with numbers from 1 to 20. They place them in order. They 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.</p>
Understanding the World	<p>Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology</p>

	<p>for particular</p> <p>The World: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</p> <p>People & Communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
Expressive Arts and Design	<p>Exploring and using media and material: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being Imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>