

EARLY YEARS FOUNDATION STAGE CURRICULUM

Summary for Parents

The Early Years Foundation Stage Curriculum is a play-based curriculum which is designed for children in all settings including child minders, nurseries, pre-schools and in their first year at primary school.

There are three prime areas of learning which are fundamental and underpin the rest of the curriculum. These are Personal, Social & Emotional Development, Communication & Language, and Physical Development. Then there are four specific areas of learning – Literacy, Mathematics, Understanding the World (science, IT, humanities, RE etc), and Expressive Arts & Design. In each of these areas there are objectives for children to be taught and assessed upon in age bands roughly correlating with the year in which they become 4 years old (Pre-School) and the year in which they become 5 years old (the Reception Year). The Early Learning objectives for the year in which they become five are as follows –

Personal, Social & Emotional Development

Making Relationships

| Early Learning Goal | Development leading to the ELG |
|---|--|
| 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, and form positive relationships with adults and other children. | <ul style="list-style-type: none">Initiates conversations, attends to and takes account of what others say.Explains own knowledge and understanding, and asks appropriate questions of others.Takes steps to resolve conflicts with other children, e.g. finding a compromise. |

Self-confidence and Self-awareness

| Early Learning Goal | Development leading to the ELG |
|--|--|
| Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. | <ul style="list-style-type: none">Confident to speak to others about own needs, wants, interests and opinions.Can describe self in positive terms and talk about abilities. |

Managing Feelings and Behaviour

| Early Learning Goal | Development leading to the ELG |
|--|---|
| Children talk about how they and others show feelings, 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, and take changes of routine in their stride. | <ul style="list-style-type: none">Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.Aware of the boundaries set, and of behavioural expectations in the setting.Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. |

Communication & Language

Listening & Attention

| Early Learning Goal | Development leading to the ELG |
|---|--|
| 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. | <ul style="list-style-type: none">Maintains attention, concentrates and sits quietly during appropriate activity.Two-channelled attention – can listen and do for short span. |

Understanding

| Early Learning Goal | Development leading to the ELG |
|--|---|
| Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. | <ul style="list-style-type: none">Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.Able to follow a story without pictures or props.Listens and responds to ideas expressed by others in conversation or discussion. |

Speaking

| Early Learning Goal | Development leading to the ELG |
|---|--|
| 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. | <ul style="list-style-type: none">Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.Uses language to imagine and recreate roles and experiences in play situations.Links statements and sticks to a main theme or intention.Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.Introduces a storyline or narrative into their play. |

Physical Development

Moving and Handling

| Early Learning Goal | Development leading to the ELG |
|--|---|
| Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. | <ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. |

Health and Self-Care

| Early Learning Goal | Development leading to the ELG |
|---|---|
| Children know the importance of 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 personal needs successfully including dressing and going to the toilet independently. | <ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. |

Literacy

Reading

| Early Learning Goal | |
|--|--|
| <p>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.</p> | <ul style="list-style-type: none"> • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. |

Writing

| Early Learning Goal | Development leading to the ELG |
|--|--|
| <p>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.</p> | <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Writes own name and other things such as labels,captions. • Attempts to write short sentences in meaningful contexts. |

Mathematics

Number

| Early Learning Goal | Development leading to the ELG |
|---|--|
| <p>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.</p> | <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. |

Shape, Space and Measure

| Early Learning Goal | Development leading to the ELG |
|---|--|
| <p>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> | <ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways. |

Understanding of the World

People and Communities

| Early Learning Goal | Development leading to the ELG |
|---|---|
| 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. | <ul style="list-style-type: none">Enjoys joining in with family customs and routines. |

The World

| Early Learning Goal | Development leading to the ELG |
|---|--|
| 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. | <ul style="list-style-type: none">Looks closely at similarities, differences, patterns and change. |

Technology

| Early Learning Goal | Development leading to the ELG |
|--|---|
| Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | <ul style="list-style-type: none">Completes a simple program on a computer.Uses ICT hardware to interact with age-appropriate computer software. |

Expressive Arts and Design

Exploring and using Media and Materials

| Early Learning Goal | Development leading to the ELG |
|--|--|
| <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | <ul style="list-style-type: none"> Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. |

Being Imaginative

| Early Learning Goal | Development leading to the ELG |
|--|---|
| <p>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> | <ul style="list-style-type: none"> Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. |

The objectives for the pre-school year are not included in this summary, but some children will still be working on some of them. For details of these, and for more information about the Foundation Stage Curriculum please see the document 'Development Matters' which can be accessed by visiting <http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>. Once they have achieved the Early Learning Goals the children will be ready to begin the National Curriculum (Year 1). Some will be ready to start this in some areas in the latter stages of the summer term.

Please find below, the long term plan for the Foundation Unit. This outlines the topics that we cover and the 'Early Learning Goals' and relevant developmental objectives are taught within these topics.

We are currently on cycle 3 (2014-2015).

Lantern Lane Foundation Unit Long Term Plan

| Cycle 1-Autumn Term | Cycle 2-Autumn Term | Cycle 3-Autumn Term | Cycle 4-Autumn Term |
|--|---|---|--|
| 1.Toys 2.Colours (Harvest) 3.Countries (Bonfire Night) 4.Parties (Diwali, Christmas) | 1.Houses and Homes 2.Food (Harvest) 3.Opposites (Bonfire Night) 4.Celebrations (Diwali, Christmas) | 1.All about me 2.Farms (Harvest) 3.Light (Bonfire Night) 4.Chosen Text (Diwali, Christmas) | 1.Where we Live 2.Under the Sea 3.Sound 4.Long time Ago |
| Cycle 1-Spring Term | Cycle 2-Spring Term | Cycle 3-Spring Term | Cycle 4-Spring Term |
| 1.Traditional Tales 2.Feelings (Valentines Day Shrove Tuesday) 3.Chosen text (Mothers Day) 4.Shapes in the Environment | 1.Pets (Pets Day) 2.Senses /My Body 3.My Family (Mothers Day) 4.Emergency Services | 1.Clothes/Materials 2.Numbers all around 3.Friends (Mothers Day) 4.Gardens | 1.Holes/ Boxes 2.Up in the air 3.Rubbish 4.Kings and Queens |
| Cycle 1-Summer Term | Cycle 2-Summer Term | Cycle 3-Summer Term | Cycle 4-Summer Term |
| 1.The Jungle 2.Local Services/Shops 3.Keeping Healthy (Fathers Day) 4.Holidays | 1.Water 2.Pirates and Fairies 3.Chosen Text (Fathers Day) 4.Journeys (Journey to.....) | 1.Nursery Rhymes 2.Transport 3.Weather (Fathers Day) 4.Teddy Bears | 1.Under our Feet 2.Space 3.Wheels 4.Chosen Text |