



Caring for Everyone, Learning Together, Achievement for All

## Early Years Foundation Stage Curriculum at Beetham C of E School.

All children in the Early Years Foundation Stage enjoy a range of activities designed to guide them towards the Early Learning Goals through cross curricular activities, both adult and child led, following the children's interests where possible.

In addition, every year we deliver some predicted interests and content appropriate to the seasons or time of year; for instance Autumn or religious festivals and British traditions. Though the majority of content (what we teach) may change each year depending on the children's interests, the way in which we deliver the curriculum is consistent. The areas of effective learning are embedded into everything we do and staff are skilled in teaching and modelling these characteristics to the children.

We offer a play based curriculum as it is through play children make sense of their world and engage in deep level learning. Young children have an enormous capacity for intellectual development, they learn by exploring and investigating, watching and listening, talking and discussing, creating and communicating. It is key for children to 'have a go', to be able to learn from their mistakes and try again. Our Nursery and Reception class lays firm foundations for future learning and provides a rich variety of learning situations to enable the all round development of the children in our care. We are flexible and adapt our interactions for individual children's maturities.

### Early Years Foundation Stage

The Early Years Foundation Stage Curriculum is a play based framework which we use as a tool to ensure that all our children are developing and learning to their full potential. We plan and provide a range of play activities, which help our children to make progress in each of the areas of learning and development.

There are 7 areas of Learning. 3 Prime areas and 4 specific areas.

### Prime Areas

#### **Personal, social and emotional development**

This helps children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others. This also involves developing social skills and learning how to manage their feelings.

#### **Physical development**

This involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement.

#### **Communication and language development**

Involves giving children the opportunity to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

### Specific Areas

## Literacy

Involves encouraging children to link sounds and letters and to begin to read and write. Children need access to a range of reading materials to ignite their interest.

## Mathematics

Involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, space and measures.

## Understanding the world

Involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

## Expressive arts and design

Involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

## Early Years Foundation Stage Goals

Personal, Social and Emotional Development	Communication and Language	Physical Development																					
<p><b>ELG - Self-confidence and self-awareness:</b> 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.</p> <p><b>ELG - Managing feelings and behaviour:</b> 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.</p> <table border="1" data-bbox="85 1273 766 1305"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table> <p><b>ELG - Making relationships:</b> 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.</p> <table border="1" data-bbox="85 1513 766 1544"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table>	EMERGING	EXPECTED	EXCEEDING	EMERGING	EXPECTED	EXCEEDING	<p><b>ELG - Listening and attention:</b> 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> <table border="1" data-bbox="801 1070 1460 1102"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table> <p><b>ELG - Understanding:</b> 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> <table border="1" data-bbox="801 1241 1460 1273"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table> <p><b>ELG - Speaking:</b> 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> <table border="1" data-bbox="801 1513 1460 1544"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table>	EMERGING	EXPECTED	EXCEEDING	EMERGING	EXPECTED	EXCEEDING	EMERGING	EXPECTED	EXCEEDING	<p><b>ELG - Moving and handling:</b> 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.</p> <table border="1" data-bbox="1496 1007 2154 1038"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table> <p><b>ELG - Health and self-care:</b> 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 personal needs successfully, including dressing and going to the toilet independently.</p> <table border="1" data-bbox="1496 1241 2154 1273"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table>	EMERGING	EXPECTED	EXCEEDING	EMERGING	EXPECTED	EXCEEDING
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Literacy	Mathematics	Understanding the World	Expressive arts and Design																								
<p><b>ELG - Reading:</b> 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> <table border="1" data-bbox="87 344 600 379"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table> <p><b>ELG - Writing:</b> 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> <table border="1" data-bbox="87 647 600 683"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table>	EMERGING	EXPECTED	EXCEEDING	EMERGING	EXPECTED	EXCEEDING	<p><b>ELG - Numbers:</b> Children count reliably with numbers from 1 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> <table border="1" data-bbox="631 379 1115 414"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table> <p><b>ELG - Shape, space and measures:</b> 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> <table border="1" data-bbox="631 750 1115 785"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table>	EMERGING	EXPECTED	EXCEEDING	EMERGING	EXPECTED	EXCEEDING	<p><b>ELG - People and communities:</b> 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> <table border="1" data-bbox="1151 379 1635 414"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table> <p><b>ELG - The world:</b> 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> <table border="1" data-bbox="1151 750 1635 785"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table> <p><b>ELG - Technology:</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	EMERGING	EXPECTED	EXCEEDING	EMERGING	EXPECTED	EXCEEDING	<p><b>ELG - Exploring and using media and materials:</b> 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> <table border="1" data-bbox="1671 344 2190 379"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table> <p><b>ELG - Being imaginative:</b> 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> <table border="1" data-bbox="1671 616 2190 651"> <tr> <td>EMERGING</td> <td>EXPECTED</td> <td>EXCEEDING</td> </tr> </table>	EMERGING	EXPECTED	EXCEEDING	EMERGING	EXPECTED	EXCEEDING
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