

Year R Curriculum

What will my child learn in school?

The Early Years Curriculum

The Early Years Foundation Stage Curriculum is a foundation for the child's future learning and development.

It emphasises that **every child is unique**, that children learn through **positive relationships**, that the **environment** where they learn has practitioners who respond to their needs and work in partnership with parents and carers. Also, that through **playing and exploring**, active learning and creating and thinking critically **children can develop and learn in different ways and at different rates**.



What is the EYFS?

- It is a stage of development from birth to the end of their first year at school.
- The EYFS framework describes how schools should work with children and their families to support their development and learning.
- It describes how your child should be kept safe and cared for and how we can all make sure that your child achieves the most that they can in their earliest years of life.
- It is based on four basic principles

What are the EYFS Principles?

Theme: A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self assured.

Theme: Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and Early Years staff at school.

Theme: Enabling Environments

The environment plays a key role in supporting and extending children's development and learning.

Theme: Learning and Development

Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and interconnected.

Each principle applies to all children from birth, and is supported by four commitments that describe how the principles work.

What will my child do in Year R?

The EYFS has separated areas of learning into prime areas and specific learning areas.

There are three prime areas which are:

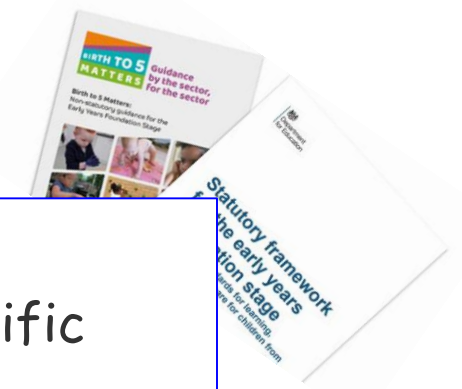
- **Communication and language**, this supports your child's listening, speech, and language development.
- **Physical development** supports your child's gross (large body) and fine (hand) motor skills and learning about health, safety and wellbeing.
- **Personal social and emotional development** supports your child to learn to make friends, work in a group, become independent, share, and express themselves in an appropriate way

These form a firm foundation for further learning to build upon

There are four specific areas of learning:

- **Literacy**, this includes reading and writing
- **Mathematics**, this includes numbers, numericalal patterns, shape, size, measure
- **Understanding the World** is learning about the world around us and technology
- **Expressive Arts and Design**, this is exploring arts and crafts, music, dance and using their imagination

The specific areas of learning help children to strengthen their learning and skills for the future.



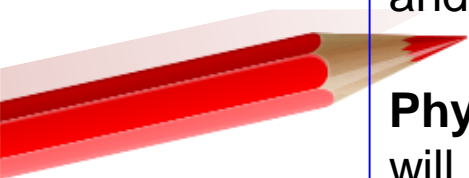
The PRIME Curriculum areas



Personal, Social and Emotional Development children will learn to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want. Children will learn how to look after their bodies, including healthy eating, and manage personal needs independently. They will build secure positive relationships between adults and their peers.

Communication and Language children will learn to Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. They will express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.

Physical Development children will develop their core strength, stability and balance they will have spatial awareness, co-ordination and agility. Children will move energetically, such as running, jumping, dancing, hopping, skipping and climbing. They will hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery.



The SPECIFIC curriculum areas




Literacy

Children will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They will make predictions and use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems. Children will read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words and should write recognisable letters, most of which are correctly formed. They will spell words by identifying sounds in them and represent sounds with a letter or letters and write simple phrases and sentences that can be read by others.

Mathematics

Children will have a deep understanding of number to 10. They will Subitise (recognise quantities without counting) up to 5 and automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5, subtraction facts, double facts and some number bonds to 10. They will verbally count beyond 20, recognising the pattern of the counting system. Children will compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.



The SPECIFIC curriculum areas

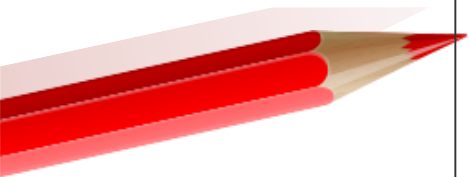


Understanding the World

Children will talk about the lives of the people around them and their roles in society. They will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They will know some similarities and differences between different religious and cultural communities in this country. Children will have the opportunity to explore the natural world around them, making observations and drawing pictures of animals and plants. Children will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

Children will share their creations, explaining the process they have used and make use of props and materials when role-playing characters in narratives and stories. They will learn to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children will perform songs, rhymes, poems and stories with others as well as sing a range of well-known nursery rhymes and songs.





Characteristics of Effective learning



The Characteristics of Effective Learning describe the behaviours children use in order to learn. Children who are curious, enthusiastic and motivated will approach learning opportunities with energy and confidence. Eager young minds will keep on trying to achieve the outcome they want. Children will ask questions, have their own ideas and test these in a variety of ways. The role of staff in delivering our curriculum and supporting children in their chosen play is to ensure learning is effective. We do this by providing meaningful opportunities to a child, so that they are able to use what they have learned and apply it in new situations.

There are three characteristics of effective learning which are:

Playing and Exploring - children investigate and experience things, and have a 'go'


Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and Thinking Critically - children have and develop their own ideas, make links between ideas and develop strategies for doing things



How is my child's learning assessed?

Throughout your child's time in an early years setting, practitioners will be noticing what your child knows and can do and then reflect on how to support their learning as a result, through a cycle of observing, assessing and planning.



When your child is 5 (At the end of the EYFS) – in the summer term of the reception year in school, teachers complete an assessment which is known as the EYFS Profile.

This assessment is carried out by the reception teacher and is based on what they, and other staff caring for your child, have observed over a period of time.

This will come home to you in the form of a written report and opportunities are given for you to come in and discuss this with the class teacher.

EYFS Curriculum

Where can I go for further information?

Follow these links for more information on the EYFS curriculum:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

<https://birthto5matters.org.uk/information-for-parents/>

