

GREENLANDS COMMUNITY PRIMARY SCHOOL

EARLY YEARS FOUNDATION STAGE CURRICULUM



INTENT STATEMENT

‘Happy children are good learners’

At Greenlands Community Primary School, we want all our children to be happy, enjoy learning and fulfil their potential. It is within the Reception class that the children foster a love for learning.

We are passionate about providing a safe and stimulating learning environment that meets the needs and reflects the interests of all the children in our care. It is organised and resourced to promote independence, curiosity, problem solving and to provide challenge.

By delivering a high quality play based curriculum we not only make learning fun but provide the children with the skills and knowledge they need to make the best progress they can within their first year at school.

It is our intention through careful nurturing and by promoting our school values of respect, trust, compassion, resilience, ambition and perseverance to develop the whole child. We want our children to grow into rounded citizens who make a positive contribution to their community and the wider world.



EARLY YEARS CURRICULUM

‘The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life’.

Overarching principles

Four guiding principles should shape practice in early years settings.

These are:

Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

Children learn to be strong and independent through positive relationships.

Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Importance of learning and development. Children develop and learn at different rates.

Areas of Learning

There are seven areas of learning areas of learning that shape the educational programmes in the Early Years setting. They are all important and inter-connected.

The Prime areas.

There are three prime areas, which are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are:

Communication and language

The development of children's spoken language underpins all seven areas of learning and development. A language rich environment along with real opportunities for the children to become comfortable with using the vocabulary and language structures they have developed is vital.

Personal and social development

PSED is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Strong relationships, understanding their own feelings and those of others, being able to manage their emotions, developing a positive sense of self and interacting with other children are all attributes which provide a secure platform from which children can achieve at school and in later life.

The children will also learn how to look after their bodies, including healthy eating, and manage personal needs independently.

Physical development

Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.

Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.

The specific areas

There are four specific areas of learning through which the three prime areas are strengthened and applied.

These are:

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.

The children will be learn to count confidently, deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. They will learn to apply their understanding and develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

The curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

Understanding the world

Understanding the world is about increasing the children's knowledge and sense of the world around them as well as fostering their understanding of our culturally, socially, technologically and ecologically diverse world.

The wealth of opportunities it provides to enrich and widen the children's vocabulary will support later reading comprehension.

Expressive arts and design

The development of children's artistic and cultural awareness supports their imagination and creativity.

Opportunities to engage with the arts, enables the children to explore and play with a wide range of media and materials.

The children will respond to what they see, hear and participate in, and share their thoughts, ideas and feeling through art and design, music, movement, dance, pretend play and performance art.

CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING

The characteristics of effective teaching and learning weave through all the areas of learning. The characteristics develop as they learn to do new things, acquire new skills, develop socially and emotionally, and become better communicators.

The three characteristics of effective teaching and learning 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

The characteristics develop as they learn to do new things, acquire new skills, develop socially and emotionally, and become better communicators.



PEDAGOGY – HOW WE HELP CHILDREN LEARN

‘Children are powerful learners. Every child can make progress in their learning with the right help.’

Julian Grenier

When planning our curriculum we take into account the individual needs and development of the children in our care. We use what we have discovered to plan and deliver challenging, enjoyable and language rich learning experiences for all our children.

Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. The well-planned play based indoor and outdoor environment promotes language development, provides opportunities for the children to discover, practise and refine their ideas and skills and to learn how to control themselves and understand the need for rules.

At Greenlands, we use a mix of approaches to help the children learn. These include child initiated learning, play, adult modelling, guided learning, direct teaching and group work. This will ensure that we stimulate children’s interests, responding to each child’s emerging needs and guide their development as well as teach the essential skills and knowledge identified in the areas of learning. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with each other as they investigate and solve problems.

To help us plan our curriculum we use Development Matters, the Lancashire Scheme for Maths and Letters and Sounds for Phonics

ASSESSMENT

Assessment of children’s learning enables us to recognise children’s progress, understand their needs and to plan activities and support.

Ongoing assessment is an integral part of the learning and development process. It involves practitioners knowing children’s level of achievement and interests, and then shaping teaching and learning experiences for each child.

In the first six weeks that a child starts school, The Reception Baseline Assessment (RBA) takes place. The RBA assesses a child in early mathematics, literacy, communication and language.

We are working towards the children achieving the 17 Early Learning Goals that encapsulate the knowledge, skills and understanding they should have achieved by the end of the academic year in which they turn five.