

Curriculum Statement for Early Years Foundation Stage (EYFS) - September 2021/2022

At Corrie, we want children to enjoy their first years at school and in our EYFS we provide a safe, caring environment where children can learn and grow in all areas of their development. The Nursery and Reception classes use the statutory Early Years Foundation Stage (EYFS) as the basis of their curriculum. In addition, Development Matters in the Early Years Foundation Stage (EYFS)

Overarching principles of quality Early Year practise: (DfE)

Four guiding principles that 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. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

In the Nursery and Reception classes, we follow the Early Years Foundation Stage Curriculum: There are seven areas of learning, the children learn through a combination of adult focused tasks, and play based learning within the provision.

Throughout the EYFS, children work towards the Early Learning Goals and they are assessed against these at the end of the Reception year. Observations are completed by staff, to assess the children’s learning and development as well as to plan for their next steps in learning.

Personal, Social and Emotional Development

In Reception, we share and take turns; talk about how we and others show our feelings and show confidence in choosing our own activities and resources. We work as a team and are kind to each other.

Physical Development

We have bikes and scooters in school and take part in sessions to work on our balancing skills.

We learn about the ways in which we can keep our bodies healthy such as through exercise and eating healthily.

It is important for us to work on our fine motor control and use tools safely and effectively such as using scissors for cutting and pencils for writing.

We have regular Dough Disco sessions where we follow routines to strengthen our hand and finger muscles.

By the end of Reception, children should show good control and co-ordination in both large and small movements.

Children need to be able to dress themselves and manage their own hygiene independently.

Communication and Language

The area of Communication and Language is very important. Throughout the Reception year, we work on our listening and attention; understanding and speaking skills. We do this through working in groups, listening as a whole class at carpet times and when working with our friends. By the end of Reception, children should be able to listen to and follow instructions, answer questions, listen to stories and conversations and express themselves effectively.

Expressive Arts and Design

Children learn to use a range of media and materials and develop their imagination through their work and play. This can involve singing, dancing, painting, role-play, making music, constructing; exploring colours, texture and designs.

Maths

By the end of the Reception year, children should be able to count reliably using numbers to 20, place them in order and say the number that is one more and one less. They should also be able to solve problems using addition, subtraction, doubling, halving and sharing.

Literacy

Children have daily phonics sessions. During phonics, we blend sounds to read and segment sounds for spelling. Early writing skills are taught through adult focused tasks as well as through play based activities. In school, we read phonics books matched to our phonics level.

By the end of Reception, children should use their phonic knowledge to write words and simple sentences that can be read by themselves and others. They should decode words and sentences using their phonic knowledge and show an understanding about what they have read.

Understanding the World

The area of Understanding the World involves learning about Technology, People and Communities and The World. Through our learning, we learn to use a range of

technology, understand the differences between ourselves, others, places, objects, materials and living things and ourselves.

In EYFS, we recognise the value of both the indoor and outdoor classroom and our curriculum and environment is designed to ensure that the arts and democracy take prominence.

Nursery Long Term Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ALL ABOUT ME/ HARVEST	CELEBRATIONS	NURSERY RHYMES PEOPLE WHO HELP US	SPRING GROWTH + EASTER	PETS	MINIBEASTS- MINI THEME -FARM OR UNDER THE SEA

Reception Long Term Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ourselves	Autumn	Winter Cold Places	People who help us Super Heroes	Growth (People and Plants)	Mini beasts Summer