

# Victoria Dock Primary School

A curriculum guide  
for parents

Early Year Foundation Stage

*Working together for your children*

# Welcome to the Foundation Stage



The EYFS Framework explains how and what your child will be learning to support their healthy development. Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

Children should mostly develop the 3 prime areas first. These are:

- Communication and language;
- Physical development;
- Personal, social and emotional development.

These prime areas form the basis for each child's development and future learning experiences. As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

- Literacy;
- Mathematics;
- Understanding the world;
- Expressive arts and design.

These 7 areas are used to plan your child's learning journey. The practitioners teaching and supporting your child will make sure that the activities planned meet their individual needs and next steps. The curriculum within the foundation stage is designed to be flexible and responsive to needs and interests. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

## Our school's aims

### **These are at the centre of all we do**

1. Provide the best possible education to suit the needs of each child, both to provide children with a greater understanding of the world in which they live, and to prepare each child for the next phase of his/her education.
2. Help each child to acquire a set of values to help him/her become a valuable member of the wider community and ultimately a good citizen.
3. Provide opportunities for all children to acquire the skills and attitudes necessary to gain the most from the opportunities which life presents.
4. Through high expectation, the school aims to help all children to be the best that they can be.
5. Raising standards in basic skills by high quality teaching and learning through a rich and balanced curriculum .

An important part of your child's education is for us to provide opportunities for them to develop the skills they need to be a successful member of modern British society. We ensure they have an understanding of different beliefs and cultures and learn tolerance and respect towards others. Our curriculum supports and provides many opportunities for pupils' spiritual, moral, social and cultural development; as well as centring upon British Values.

In this booklet we have outlined the main themes which will be covered through the year and given you an overview of the Early Learning Goals; including suggestions of how your child can be supported at home.

# Foundation 1 Age Related Expectations– Autumn Term

## Physical Development

- Attends to toileting needs more independently e.g. washing and drying hands.
- Dresses with help, e.g. puts arms into open-fronted coat and pulls up the zip.
- Moves in a range of ways, such as walking, running, jumping, skipping, sliding and hopping.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Begins to hold pencil correctly and can copy some letters, e.g. letters from their name.

*Please help your child to use scissors to make snips and practise holding a pencil correctly.*

## Communication and Language

- Listens to stories with increasing recall and joins in with repeated refrains.
- Understands prepositions.
- Responds to simple instructions.
- Beginning to communicate in sentences and can retell past events.
- Uses talk within pretend play.

*Please encourage your child to talk during role play at home; you can comment on what they are doing, ask questions and model language.*

## Personal, Social and Emotional Development

- Can play in a group and initiate play with others.
- Being friendly and forming relationships with others.
- Can select the resources they need for activities.
- Show confidence to ask for help.
- Aware of own and others feelings.
- To take turns and share; sometimes with adult support.

*Please encourage your child to socialise with other children in a range of situations. Support them to take turns and praise their achievements.*

# Foundation 1 Age Related Expectations– Autumn Term

## Literacy

- To enjoy rhyming activities.
- To listen to stories.
- To talk about events and characters in stories.
- To hold books correctly and turn the pages carefully
- To understand text carries meaning.
- To make marks and give them meaning.

*Please help your child by reading a range of stories and asking them questions about the characters and what has happened.*

## Maths

- To recite numbers to 10.
- Begin to represent numbers using fingers, marks and paper.
- To compare two sets saying which has more.
- To show an interest in shape and shapes in the environment.
- To use positional language.
- 

*Please help your by counting as you do everyday activities e.g. walking up the stairs. Spot shapes in the environment and model naming them e.g. square, triangle and circle etc.*

## Understanding the World

- To show interest in the lives of familiar people and discuss past events and gatherings e.g. Birthdays or Bonfire Night.
- Comments and asks questions about the world around them.
- Operated simple equipment and electronic toys.

*Please help your child by talking about the world including plants, animals and the weather. Talk about family events as you look through photographs.*

## Expressive Arts and Design

- To join in with dancing, singing and making music.
- Begin to construct.
- Experiment with colour and texture.
- Engages in role play based on previous experiences.

*Please try to explore your children creative side. This could include singing, dancing, making sounds, creating artwork, role play and using objects in their pretend play.*

## Foundation 2 Age Related Expectations– Autumn Term

### Physical Development

- Dress and undress independently and manage personal hygiene. Show an awareness of how to keep healthy including eating a range of foods.
- Move freely and with confidence in different ways.
- Travel under, over, along and through low apparatus.
- Control small equipment by pushing, patting, throwing, catching and rolling.
- To hold a pencil correctly to begin to form letters independently.

*Please help your child to use scissors effectively and safely and practise holding a pencil correctly to write letters. Use the Read Write Inc rhymes to support this.*

### Communication and Language

- Listen to stories and poems with enjoyment and increasing attention to detail.
- Talk to each other in pairs, small groups or whole class situations taking turns and listening carefully.
- Begin to develop the skill of questioning.
- Respond appropriately to simple instructions.

*Please help your child to talk clearly, showing awareness of the listener. Ask them how and why questions about their experiences.*

### Personal, Social and Emotional Development

- Discuss likes and dislikes with increasing confidence, knowing that we are all different.
- Understand what kindness is and how we can be kind to each other; including understanding that actions can affect others' feelings.
- Be confident to speak to others in a familiar group.
- Solve conflicts in a positive way with adult support and sometimes without the need for support.
- Behave in a positive way following rules given.

*Please help your child to understand feelings and reactions. Can they display appropriate behaviour in a range of situations?*

## Foundation 2 Age Related Expectations– Autumn Term

### Literacy

- Continue to learn names and sounds of letters using Read Write Inc rhymes and pictures.
- Learn to form all letters correctly to write initial sounds.
- To write their name.
- To hear initial sounds in words.

*Can your child write their own name with a capital letter at the beginning? Please read the Home School book with your child regularly and encourage them to write cards and lists. Model writing and reading... if they see you writing or reading they will want to as well.*

### Maths

- Count reliably with up to 10 objects.
- Say or work out the number that is one more or one less.
- Recognise and match numerals to sets of objects.
- Use everyday language and some mathematical language to describe 2D and 3D shapes.
- To order items by length.

*Please help your child recognise the numbers 1 to 10 and then 11 to 20. Ensure children can count accurately by touching objects or separating them from a larger group. You can count anything on your way to school, in the bath or around the dinner table.*

### Understanding the World

- Notice and comment on changes they see.
- Talk about family customs and routines.
- Discuss past and present events in their own lives and the lives of other family members.
- Uses age appropriate computer programs independently.

*Please help your child to understand and use technology in a range of scenarios including remotes, microwaves, torches, cameras, computers, tablets/electrical devices. Talk to your child about family traditions.*

### Expressive Arts and Design

- Combine media and materials to create new effects.
- Learn a new repertoire of songs which can be sung clearly and with confidence.
- Move imaginatively to music.
- Engage in role play based on familiar experiences and imaginary worlds.

*Please try to explore your children creative side. This could include singing, dancing, making sounds, creating artwork, role play and using objects in their pretend play.*

# Foundation Stage Age Related Expectations– End of

## Foundation 2

### *Early Learning Goals– Prime Areas*

#### ***Personal, Social and Emotional Development***

##### *Making Relationships*

They 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. They form positive relationships with adults and other children.

##### *Self Confidence and Self Awareness*

They are confident to try new activities. They say why they like some activities more than others. They are confident to speak in a familiar group and will talk about their ideas. They will choose the resources they need for their chosen activities. They say when they do or don't need help.

##### *Managing Feelings and Behaviour*

They talk about how they and others show feelings. They 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.

#### ***Communication and Language***

##### *Listening and Attention*

They 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.

##### *Understanding*

They follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

##### *Speaking*

They 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.

#### ***Physical Development***

##### *Moving and Handling*

They 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.

##### *Health and Self Care*

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.

# Foundation 2 Age Related Expectations– End of Year

## *Early Learning Goals– Specific Areas*

### **Literacy**

#### *Reading*

They 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.

#### *Writing*

They 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.

### **Mathematics**

#### *Number*

They count reliably with numbers from one to 20. They place numbers 1-20 in order. They say which number is one more than a given number (to 20). They say which number is one less than a given number (to 20). Using quantities and objects, they add two single-digit numbers and count on to find the answer. Using quantities and objects, they subtract two single-digit numbers and count back to find the answer. They solve problems, including doubling. They solve problems including halving. They solve problems including sharing.

#### *Shape, Space and Measure*

They use everyday language to talk about *size/weight/capacity/position/distance/time/money* to compare (quantities) 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.

### **Understanding the World**

#### *People and Communities*

They 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. They know about similarities and differences among families, communities and traditions

#### *The World*

They 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.

#### *Technology*

They recognise that a range of technology is used in places such as homes and schools. They select and use technology for

### **Expressive Arts and Design**

#### *Exploring Media and Material*

They 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.

#### *Being Imaginative*

They 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.

## **Exploring Foundation 2**

Due to the nature of the Early Years Foundation Stage, topics are determined from children's interests and are driven by the children's next steps in learning. Topics covered do not have a set time limit and evolve in the direction the children lead them. We will keep you updated of future topics on a weekly basis via our homework. Here we aim to summarise our week's activities and inform you of what we plan to cover the next week. In this way, we promote 'Home- School' links in terms of learning. You, as parents, are given the opportunity to consolidate and review what has already been taught and alternatively assist your child's understanding in their next topic area. We appreciate your support within this and your input directly impacts upon the assessments we make of your children.

There are however, some overarching topics or themes that we will aim to cover throughout the course of the year. Activities outlined below are merely starting points and this is by no means an exhaustive list of the learning that will take place. Your children are at the centre of this!

### **Topic – All About Me**

**Throughout the course of the year, we will look at 'Ourselves' in a variety of different contexts. This may include looking at the human body both inside and out by exploring our senses, emotions and what we can do to keep healthy. Our local community may also be a feature of our observations and discussions. Questions like 'Where do you live?', 'Who helps within our local community?' and 'What can you see on your way to school?' provide opportunities for children to relate to experiences within their own lives and make links within their play.**

### **Topic – Let's Celebrate**

**Family customs and routines form the basis of our work when considering 'People and Communities'. In addition to this, special family times create excitement, encourage discussion and allow children to learn about similarities and differences between themselves and others. Eid, Diwali, Bonfire Night, Advent and Chinese New Year are just a few examples of celebrations that hold a special place within the hearts of our diverse local community. Throughout the course of the year, your child will also take home 'The Culture Book' in Foundation 2 and the Class Bears in Foundation 1; which provides families with the opportunity to share their 'culture' and 'family life' through descriptions, photographs and artefacts. This is then shared with pride during our weekly carpet session. Accepting and understanding such diversity is at the centre of our Early Years Curriculum, and indeed within our whole school ethos.**

### **Topic – Our Wonderful World**

**Weather and changes within seasons is often an fantastic point for discussion whereby children can talk about what they have observed and experienced in the environment in which we live. In order for children to further understand 'changes' we may look at growing, life cycles and the similarities and differences between natural and found objects. In the past, growing beans and making links to 'Jack and the Beanstalk' and 'Jaspers Beanstalk' have allowed for investigation; while having tadpoles and caterpillars within our classroom environment has enabled first hand observations and care for the living things around us.**