

# Learning and Curriculum in EYFS

# EYFS is structured into 7 areas of learning

## The areas of learning are:

- communication and language.
- physical development.
- personal, social and emotional development.
- literacy.
- mathematics.
- understanding the world.
- expressive arts and design.

# Personal, social and emotional development

**Self-Regulation ELG** Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**Managing Self ELG** Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**Building Relationships ELG** Children at the expected level of development will: Early Adopter Handbook 12 - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

# What do we do at school?



Children will take part in regular circle time sessions.

We use restorative justice for children to discuss wrong choices and how they can put things right.

The EYFS learning environment is set up for children to work collaboratively throughout the day so they are constantly working on their personal and social skills through their play.

PSHE is woven into all elements of the EYFS curriculum and as a school we also use the Jigsaw scheme of work which includes SRE which starts in EYFS and continues throughout the school.

We use the zones of regulation to support children's emotional development and understanding.

# What can I do at home?

Talk to your children about their day and how they felt during the day.

You could use the zones of regulation at home as well so that children understand that their feelings are valid and understood in all settings.

Play games where children have to share and take turns.

Take time to discuss any subjects at school that children may be worried or concerned about to ensure they develop their understanding further and know they can talk to their grown ups about content from school.

4 questions



# Communication and language

**Listening, Attention and Understanding ELG** Children at the expected level of development will: - 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; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**Speaking ELG** Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



# Why is communication important?



Good communication is the gateway to learning, friendships, academic achievement and success at work.

Being able to communicate is not just about talking. Along with getting your own message across, communication is being able to listen, pay attention, interact, play and understand what's being said. These are all fundamental building blocks of communication.

# What do we do at school?



Good communication is modelled at all times between adults and also between children and adults.

Our school wide focus on oracy explicitly teaches children how to be an effective listener and speaker and they will have regular opportunities to speak for a variety of purposes.

# What can you do at home- ideas for talk

Ensure that you know what topics or songs they are learning at school. This can help you support new words and ideas your child is learning.

Playing board games that involve taking turns helps them to listen and concentrate for longer.



# Share information



Spend some time with your child to talk about what they have enjoyed in their day.

A good way to do this is to ask:

“Can you think of 3 good things you did today?”

Did anything funny happen today?

Share with them good things that have happened in your day.

# Play



Play is a really important part of children's learning and development.

Children learn all kinds of skills through play. They learn **how things work**, how to **interact** and **share** with other children, how to play with different toys and to enter a **world of imagination**.

Playing enables children to **test** things out in a **safe** way, to learn about **emotions** and to **talk** with others. Children often love adults to play with them. It's great if you can follow their lead and join in the fun.

# Listening

**Listening** is an essential skill for **talking** and **learning**.

Everywhere we go there are different noises around us. Sometimes children need a bit of **quiet time** to help them tune into talking rather than the other noises going on around them.

Adults need to show children the way – when we **listen** to children, they learn what to do in order to be **good listeners**.

# Physical development

**Gross Motor Skills ELG** Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**Fine Motor Skills ELG** Children at the expected level of development 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.



# What are gross motor skills?

Gross motor skills require the use of large muscle groups to perform tasks like walking, balancing, crawling.



# What is Fine Motor?



- Fine motor skill requires the use of smaller muscle groups to perform tasks that are precise in nature.
- Fine motor skill is the coordination of small muscle movements which occur in body parts such as the fingers, usually in coordination with the eyes.

# Pincer Grip



Pincer grip is the ability to grasp small objects with thumb and forefinger

- Pick up small objects with their thumb and first finger, rather than whole hand, or thumb and middle finger.
- Form these fingers into a 'beak' and pretend they are picking up seed, to encourage and promote the idea of tucking other fingers away.

# Fine Motor Control – Activities for Outside

## Brush and Water

- Fill a container with water and allow your child experiment with the different brushes.
- Painting a fence, gate or pavement
- Writing own name and other family and friends names
- Create different patterns (zig zag, circles, lines, waves)
- Draw pictures (House, boat, animals)

## Here are some helpful hints:

- Encourage your child to hold the paint brush with a comfortable grip
- We would suggest that your child starts using the larger brushes first then when they are confident move towards the smaller brushes.

# Fine Motor Control – Activities for Outside



## Glitter Writing

- Empty some glitter onto the tray where your child can practice their letter formation using a finger or paintbrush.
- Glitter can be mixed with normal table salt.

## Paint

- Your child can either use their fingers or a cotton bud to practice their letter formation.

# Fine Motor Control

## Cutting

Your child may need support to cut along the lines



- Encourage your child to follow the lines on the paper with their finger first.
- Encourage your child to practise on some scrap paper first, making random cuts.
- Help your child to hold the scissors with a comfortable grip.
- **Square cutting** – Your child can decorate square shapes and cut them out. They can sort the squares according to size and give them all names.
- **Triangle Cutting** – Your child can decorate triangle shapes and cut them out. They can investigate the different attributes of each of them.
- **Circle Cutting** - Your child can decorate circle shapes and cut them out. They can order them by size and give them all names.

# Fine Motor Control

## Play-Doh



Here are some helpful hints and activities:

- Encourage your child to pinch (using thumb and finger) small amounts of play-doh. Pull away from the large pile of play-doh.
- Encourage your child to roll different sizes of play-doh in the palm of their hands.
- Encourage your child to roll the play-doh from a ball into a sausage/snake using their hands.
- Encourage your child to pound the play-doh using as many different ways as they can.
- Encourage your child to use the rolling pin to flatten the play-doh.
- Encourage your child to use the cutters and peel the play-doh from the table.
- Allow your child to explore the play-doh independently and see what they can create.

# Mathematics



**Number ELG** Children at the expected level of development will: Early Adopter Handbook 13 - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

**Numerical Patterns ELG** Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

# What do we do at school?

Maths is taught daily in our EYFS classrooms as a whole class.

Children also have access to maths based activities throughout the day inside the classroom and also in the outdoor learning area.

Children can take their whole class learning and independently practice and develop this due to the resources and materials set out for them.



# What can you do at home?



Practise counting- steps home, spoons at dinner time, dinosaurs they are playing with.

Practice reading larger numbers such as door numbers and bus numbers.

Make and complete 2,3 and 4 element patterns.

Go on shape hunts around the house or about and about.

Work on simple practical adding and subtracting. If you have 3 smarties and I give you 2 more how many will you have then.

# Knowledge and understanding of the world

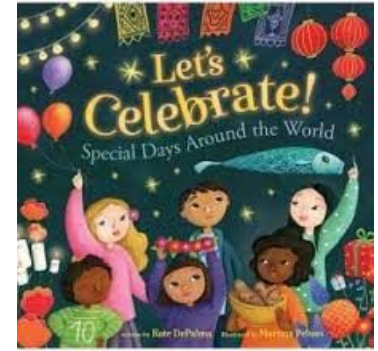
**Past and Present ELG** Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;

**People Culture and Communities ELG** Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

**The Natural World ELG** Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

# What do we do at school?

Knowledge and understanding of the world is taught in EYFS through their topics and texts selected each week alongside a focus on celebrations and festivals.



We welcome parents into school to share their religions and historical backgrounds.

Children will take part in topic weeks of learning based around Christmas, Diwali, Chinese new year and many more.

Children will have visitors and local trips to develop their experiences of the world around them.

# What can you do at home?

Share your life experiences with your children- look back at pictures and discuss these with your child.

When out and about talk to your child about what they can see and the experiences they have with you.

Discuss key events and celebrations that children are learning about at school with them at home.

Cbeebies often have little videos and activities linked to major festivals and celebrations that are lovely to look at together at home.



# Expressive arts and design



ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

# What do we do at school?

Every day children have access to a creative table where they can explore materials and design and make.

Teachers will sometimes have a focused outcome at this area and other times children will let their imaginations take the lead.

During choosing time children have access to dressing up, role play areas, musical instruments and storytelling props and makes all to support their creative development.



# What can you do at home?

Allow children to experiment with materials and create artwork and models led by their imaginations.

Encourage role play such as teachers, firefighters and doctors and these all give you a chance to act out real life experiences for them and develop their language and vocabulary.

Sing, dance and have fun!

