**St. Margaret’s CE**

Discovering ‘life in all its fullness’

**Primary School**

**EYFS Curriculum information**

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**About the Early Years Foundation Stage at St. Margaret’s Primary School**

**What are the key stages in primary education?**

The National Curriculum sets out when things must be taught by describing broad 'key stages'. Stages are blocks of years:

* **Early Years/Foundation Stage** covers learning when your child is aged 3- 5. The Early Years Foundation Stage curriculum is a specific framework for your child's learning in nursery (FS1) and reception classes (FS2).
* **Key Stage 1** covers learning in Year 1 and Year 2 when your child is aged 5-7.
* **Key Stage 2** covers learning in Years 3 to 6, when your child is aged 7-11.

**What is the Early Years Foundation Stage at St. Margaret’s and why is it important?**

The Early Years Foundation Stage is for children aged three to five, and covers the years they spend from the beginning of nursery to the end of reception class in primary school. This is recognised as a distinct stage of learning, when children learn best through active play which builds on their individual needs and interests.

These early years might not feel like learning to your child - most children see their learning as play. Play underpins the EYFS. It also underpins learning and all aspects of children’s development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills. Play takes place indoors and outdoors and it is in these different environments that children explore and discover their immediate world. It is here they practise new ideas and skills; they take risks, show imagination and solve problems on their own or with others. Children will be gaining all the basic skills that will get them off to a flying start when they move on from Reception into Year One. The Early Years staff working with your child will help them to move towards the Early Learning Goals.

**What are the Early Learning Goals?**

The Early Learning Goals set out what most children are expected to achieve by the end of the Early Years Foundation Stage. These help practitioners who work with children in the Early Years Foundation Stage to focus on what children need to learn.

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**The Foundation Stage Team at St. Margaret’s**

**Headteacher**

Mrs. A. Delaney

**Deputy Headteacher**

Mrs. A. Thomas

**Foundation Stage 1 - Nursery Teacher**

Miss. J. Porter

**Learning Support (FS1)**

Miss. K. Neal

Mrs. M. Govier

Miss. E. Haycock

**Foundation Stage 2 – Reception Teacher**

Miss. J. Barter

**Learning Support (FS2**)

Mrs. A. Rimmer

Mrs. M. Govier

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**The Foundation Stage Curriculum**

There are **seven areas of learning and development** that shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

• communication and language

• physical development

• personal, social and emotional development

Early Years settings must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

• literacy

• mathematics

• understanding the world

• expressive arts and design

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**Prime Areas of Learning in the Early Years Foundation Stage**

**Communication and Language**

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

**Personal, Social and Emotional Development**

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported 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 and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

**Physical Development**

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. 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. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. 6

**Specific Areas of Learning in the Early Years Foundation Stage**

**Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. 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. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

**Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

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**Expressive Arts and Design**

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

**How is the Foundation Stage Curriculum organised at St. Margaret’s?**

At St. Margaret’s we have used the Early Learning Goals to develop a curriculum suitable for Nursery and Reception children to ensure they will cover all the things they need to learn in each of the areas of learning. These are organised around twelve exciting learning themes – one for each half term. The philosophy underpinning the Early Years Foundation Stage curriculum is that learning should be planned and structured with an emphasis on play, fun, relevant and motivating activities. Our carefully structured curriculum, based on the Department for Education (DfE) Early Learning Goals, provides opportunities for the children to learn from first-hand experiences, building on their natural curiosity. Our aim is to enable children to develop socially, emotionally, intellectually, creatively and physically in a happy, secure and stimulating environment. We also aim to help your child to make the transition into Key Stage 1, as smoothly and as happily as possible. To this end, children in the Early Years Foundation Stage are involved in the activities of the rest of the school. They join other classes for some of their assemblies and special performances, which the children put on for parents from time to time. They lead their own assemblies for their parents in the same way as the other classes. The children make use of all the school facilities.

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**St. Margaret’s**

**Learning Themes in the Early Years Foundation Stage**

Each learning area has developmental statements in age related bandings that lead up to an Early Learning Goal. These set out the skills, understanding, knowledge and attitudes which it is hoped children will reach or exceed by the end of Reception. All seven areas of Learning and Development are connected to one another and are equally important and depend on each other to support a rounded approach to child development. All the areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities. A thematic approach allows us to deliver all seven areas of learning in a coherent way which is meaningful to the children. One experience may provide the opportunity to develop skills, knowledge and concepts across several areas of learning. Our activities are based on the following cross-curricula topics:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Nursery** | **All About Me** | **Houses and Homes** | **Animals** |
| **Festivals and Celebrations** | **The Great Outdoors** | **Water** |
| **Reception** | **More About Me** | **People who help us** | **Our Wonderful World** |
| **Light and Dark** | **Traditional Tales** | **Growing and changing** |

Our overarching topic plans for both Nursery and Reception classes available on our school website [st-margarets-school.co.uk](https://www.st-margarets-school.co.uk). They will support you in understanding what we are covering on a half-termly basis, but please note that our plans are very fluid to take account of the children’s own ideas and interests. To complement the seven areas of learning the EYFS also covers how your child can become an effective learner. The way your child engages with other people and their environment underpins their learning and development across all seven areas of learning.

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**Assessment in the Foundation Stage**

Practitioners working alongside your child will continually make observations and assess your child’s stage of development which will support the planning of future activities. Observations may be paper based or recorded electronically on iPads. These observations feed into the school’s secure online assessment system and a unique online learning journal for your child is created. We currently ask parents to contribute to our assessments by recording significant things their child may have done or said, we refer to these as the children’s ‘WOW moments’.

**What is the Early Years Foundation Stage Profile?**

The Early Years Foundation Stage Profile is a national scheme to enable teachers to record observations and summarise your child's achievements at the end of the Early Years Foundation Stage. It is used to summarise their achievements of the Early Learning Goals within the Early Years Foundation Stage and covers all seven areas of learning. Teachers record achievement based on their observations of your child's activities throughout their time in the Early Years Foundation Stage.

Teachers will continually monitor your child's progress and plan the work and activities needed. The teachers will always make sure they are providing for the differing needs of the children in their classes. There is an overlap between the Early Learning Goals and the Key Stage 1 national curriculum which supports their transition into Year 1.

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. Your child’s teacher will carry out a baseline assessment and use the information to plan your child's learning. It's done simply through observation of regular classroom activities with your child, so children won't even be aware they're being assessed. It is not something you or your child should worry about. You will have a chance to find out a bit about your child's baseline assessment when you come to parents' evening in Autumn Term.

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**How can I support my child at home?**

To ensure a happy start, talk to him or her about what they will be doing at school. Talk to other children who have started school. Find some stories about children starting school to allay any fears they may have.

**Personal Care and Hygiene**

Personal Care and Hygiene - Before coming to school, children should be confident in going to the toilet by themselves. Please help and encourage your child to roll up their sleeves and wash their own hands. Let your child practice getting dressed independently, even if it does take a long time! A collection of dressing up clothes can help develop these skills in an enjoyable way. Dressing Dolls and teddies provides useful practice in fastening buttons and zips.

**Sharing and taking turns**

Sharing and Taking Turns - Sharing and turn taking are often difficult concepts for children to learn. Give lots of praise when your child shares with others to encourage this behaviour. Play games which involve turn taking.

**Tidying up**

Please encourage your child to tidy away their own toys at home. At school children are expected to tidy up after themselves, not leave things for an adult or another child to tidy away.

**Understanding Rules**

Talk about and explain why we need rules. Children need to understand why it is dangerous to run indoors, or to throw sand or bricks. Recognising that you have similar rules at home will help your child to integrate more quickly into our school, and make it a safe and happy place in which to learn and play

**Writing**

Children need lots of opportunities to make marks on paper. These marks have real meaning for children and are the beginnings of writing. Children learn about writing by noticing print and watching others. Try and give them opportunities to ‘write’ for themselves – lists, signs, cards and invitations. Provide your child with plenty of materials and tools to mark make with and above all else, praise and encourage them for having a go.

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**Reading**

Children who are read to and enjoy books from an early age are most likely to be successful readers in the future. Try and share a book with your child as often as possible. If you are bilingual, it is important that your child can share this with you when looking at books. Reading together can also involve telling stories, you reading to your children, reading print in the world around you. Try and include a variety of texts as even comics can spark off an interest in reading!

* Try and find a quiet and comfortable place and sit so that you can both see the book. Start by looking at the cover of the book and talk about the book first. Encourage your child to hold the book and turn the pages.
* As your child reads, encourage your child to find clues in the pictures to help them with new words, encourage them to try to guess what a new word might be by looking at the letters and sounds, help them with any sounds they know and don’t be afraid to read the words for them if that helps with the flow.
* Ask them questions and talk about the book to help them understand what they have read. Can they tell you anything about the characters in the book? Can they predict what might happen next?

**General Questions and FAQ’s**

**School Times**

**Foundation 1 (Nursery) Times**

**8.45 am – 11.45 am**

**Afternoon Nursery (Wraparound)**

**11:45am - 3:30pm**

**Foundation 2 (Reception) and Key Stage 1 Times**

**8.55am to 11:45am**

**12:45pm to 3.25pm**

Nursery and Reception parents drop their children at the gate where a member of staff will be available to meet and greet. The gate opens at 8:45am and will close at 8:55am. The morning register for Reception will be taken at this time. Any latecomers will need to report to the office in the main school.

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**Uniform**

Please ensure all items of clothing and footwear are clearly labelled to avoid confusion and loss of uniform. Please do not allow your child to wear jewellery to school. The children have regular access to the outdoor area, and we would therefore ask that children are suitably dressed for outdoor play in all weathers – your child will need a hooded waterproof coat with them every day.

All children in foundation stage children will also need to bring a pair of wellies that can be left in school.

Uniform can be purchased from Clive Marks in Sheldon or Midland Schoolwear in Acocks Green.

**P.E. Kits**

Nursery – The Nursery children will NOT need a P.E. kit. Please put some plimsolls in a draw string bag, these will be used in PE when children access apparatus, soft play etc.

They will also need a change of clothes in their draw string bag in case there are any accidents.

Reception - Reception children WILL need a P.E. kit immediately for use from September. The children will need;

Summer - White T-shirt plain or with school logo, navy blue shorts (not cycling shorts).

Winter - Plain navy hoodie or sweatshirt with school logo. Plain navy joggers – no logos please and trainers.

The children will wear their PE kit on the day that they have PE – this will be advised in September. They must have a pair of black plimsolls in a draw string bag that will be left in school.

**Snack**

Milk, water and fruit are provided free for all children up until the age of five. Water is also provided throughout the day. In Reception we would prefer children to bring in a clearly named water bottle to drink from.

**Absences**

If your child is absent from school, please notify the office detailing the likely date of return and reason for absence.

**Birthday Celebrations**

We love to celebrate birthdays in school. If you want to celebrate your child’s birthday by bringing treats for the class please do not bring lollypops, hard sweets or sweets with nuts. Please also avoid Haribo, as these sweets contain gelatine which is unsuitable for vegetarians. The children take the treats home to eat.

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