



# Vallis First School Curriculum Policy

## Mathematics Policy

### **Rationale**

Mathematics equips children with a uniquely powerful set of tools to understand the world and apply this knowledge in everyday life. These tools include fluency of mathematical knowledge, logical reasoning, problem solving skills and the ability to think in abstract ways. At Vallis a positive attitude towards mathematics is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement.

### **Intent**

We aim to:

- develop a sound understanding of Number (including place value, mental and written calculation skills), Measurement, Geometry and Statistics.
- equip children with fluent knowledge of the fundamentals of mathematics.
- enable children to explain their methods and reasoning using correct mathematical terms and vocabulary.
- help children make sense of number problems and develop appropriate strategies to solve them.
- provide fun and practical activities using equipment and resources that relate to everyday contexts.
- offer carefully planned opportunities for using these skills across the curriculum.

### **Implementation**

Vallis First School implements the National Curriculum for mathematics.

In order to achieve this we provide:

- enjoyable, lively and interactive activities, which are designed to embed fluency, develop reasoning and immerse in problem solving; plan using a range of resources.
- opportunities for varied and frequent practice are given so that pupils develop confidence, rapidity and accuracy.
- practical, investigative and problem solving methods are used which encourage a range of mathematical discussions with children using their mathematical vocabulary to develop an argument and explain their thinking.
- interactive whiteboards and computing facilities are regularly used to support the learning.
- a range of grouping strategies are used including paired work, group work and whole class teaching.

### **Monitoring and Assessment and Equal Opportunities**

See Assessment, Recording & Reporting, Monitoring and Equality Policies.

### **Resources**

Other relevant documents: Calculation Policy, White Rose Hub and NCETM

Each classroom will have a range of everyday equipment to support the teaching of number. Additional resources are stored in key stage resource base classrooms.

## Mathematics Display & Recommended Resources (Appendix)

### Reception

All classes should have the following resources displayed	It is recommended that all classes should have the following resources easily accessible for the children
<ul style="list-style-type: none"><li>• 100 Square</li><li>• 0 – 30 Number Line</li></ul>	<ul style="list-style-type: none"><li>• Number lines</li><li>• Digit cards</li><li>• Number fans</li></ul>

### Key Stage 1

All classes should have the following resources displayed	It is recommended that all classes should have the following resources easily accessible for the children
<ul style="list-style-type: none"><li>• 100 Square</li><li>• 0 – 100 Number Line</li><li>• Mathematical vocabulary (+ -)</li></ul>	<ul style="list-style-type: none"><li>• Number lines</li><li>• Digit cards</li><li>• Base 10 (Dienes)</li><li>• Numicon</li><li>• Number fans</li><li>• Pupil 100 squares</li><li>• Bead Strings</li><li>• Multi-link/unifix</li><li>• Counting equipment</li><li>• Rulers</li></ul>

### Key Stage 2

All classes should have the following resources displayed	It is recommended that all classes should have the following resources easily accessible for the children
<ul style="list-style-type: none"><li>• 100 Square</li><li>• 0 – 1000 Number Line</li><li>• Multiplication Tables</li><li>• Mathematical vocabulary (+ - x ÷)</li></ul>	<ul style="list-style-type: none"><li>• Number lines</li><li>• Digit cards</li><li>• Base 10 (Dienes)</li><li>• Pupil 100 squares</li><li>• Bead Strings</li><li>• Multi-link</li><li>• Counters</li><li>• Rulers</li></ul>

## English Policy

### **Rationale**

A high-quality education in English will teach children to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, children have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables children both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society. At Vallis First School, we use the EYFS framework and English Programme of Study as a basis for our planning within the subject and expect all teachers to follow this framework. English is taught on a daily basis from Reception to Y4 and is supported and enhanced through other curriculum areas. We follow a creative curriculum and wherever possible English activities are linked to current topic work.

## **Intent**

The national curriculum for English aims to ensure that all children:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage.
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- are competent in the arts of speaking and listening, making formal presentations.

## **Spoken language**

Spoken language underpins the development of reading and writing. The quality and variety of language that children hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Children will develop the skills to explain their understanding of books and other reading and to prepare their ideas before they write. They will be helped in making their thinking clear to themselves as well as to others.

All children will take part and develop their skills in discussion and drama. They will respond thoughtfully to drama and theatre performances.

We follow the Nuffield Early Language Intervention for children in EYFS who need additional support in developing spoken language.

## **Phonics and Spelling**

Phonics is taught daily from Reception, through Year 1 and into Year 2 following the Letters and Sounds program. This is supported by Phonics Play online planning and resources. As children gain phonic knowledge and awareness, they start to access relevant texts that complement their skill set. Phonics is also delivered in Year 2 and KS2 for those children who still require phonics teaching. In Year 2, children move into Phase 6 learning but may still need support with the earlier phases.

Beyond phonics in KS2, we follow the Babcock Spelling scheme as part of our rolling program over two years, covering more complex spellings, prefixes, suffixes, homophones, proof-reading and dictionary work.

## **Handwriting**

In EYFS children develop their fine motor skills and learn to form letters correctly according to the Nelson Handwriting Scheme. In Year 1, children continue to consolidate their skills to become proficient writers. In Year 2 children begin to learn about joining letters and in KS2 handwriting should be consistently joined and well formed.

## **Reading**

**See Vallis Reading Statement**

## **Writing**

The EYFS writing ELGs and Programmes of Study for writing at Key Stages 1 and 2 have two aspects and are explored through the use of an inspiring, high quality text that links with the creative curriculum:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops children's competence in these two dimensions. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. At Vallis we use the appendices from the Programmes of Study for English, Spelling Play and Babcock to ensure standards for spelling are met in EYFS, Key Stage 1 and 2.

Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting, taught using the Nelson Handwriting Programme across the school. Children are taught to work as real authors through planning, editing and evaluating their writing and where possible publishing their work to share with an intended audience.

### **Monitoring, Assessment and Equal Opportunities**

See Assessment, Reporting and Recording Policy, Monitoring Policy and Equality Policy.

## **Science Policy**

### **Rationale**

Science enables children to investigate exciting aspects of their world. It encourages the development of practical and problem solving skills through the process of scientific enquiry. It also provides many opportunities for cross-curricular links to enrich and support other areas of the curriculum.

At Vallis First School a positive attitude towards Science is encouraged amongst all our pupils in order to stimulate curiosity for life forms and processes.

### **Intent**

**We aim to ensure that all pupils:**

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- develop understanding of the nature, processes and methods of Science through different types of scientific enquiries that help them to answer scientific questions about the world around them.
- are equipped with the scientific knowledge required to understand the uses and implications of Science today and for the future.

### **Implementation**

Vallis First School adopts a cross-curricular, topic-based approach to Science teaching, ensuring a progression of skills, knowledge and understanding. We base this on National Curriculum Programmes of Study and the Early Years Foundation Stage Curriculum. Where necessary, skills are taught discretely.

In order to achieve this:

- lively and interactive activities are planned using a range of resources, including Computing.
- a range of strategies for grouping are used including individual, paired work, group and whole class teaching.
- opportunities are planned to explore the wonders of Science and the natural world using a range of materials and 'hands-on' experiences both locally and on field trips.

## **Monitoring, Assessment and Equal Opportunities**

See Assessment, Reporting and Recording Policy, Monitoring Policy and Equality Policy.

## **Resources**

Each key stage will have access to relevant and appropriate resources in their own Resource Base or classrooms.

# **Geography Policy**

## **Rationale**

During Key Stage 1 and Key Stage 2 the curriculum will encourage our children to develop a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will equip children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments.

## **Intent**

We aim to:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the effects of processes.
- understand the processes that give rise to key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.
- develop children's competence in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepens their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## **Implementation**

Vallis First School uses a cross curricular topic approach to ensure the progression of skills and that the National Curriculum Programme of Study along with the Early Years Foundation Stage Curriculum is met through each Key Stage. Some skills are taught discretely as necessary.

This is delivered through:

- lively and interactive activities
- the use of interactive whiteboards, world maps, globes, atlases, compasses, ordnance survey maps and photographs
- practical activities, fieldwork and the use of digital technology
- a range of grouping strategies including paired work, group work and whole class teaching
- recording their work in a variety of ways e.g. maps, photographs, art work, drama and models

## **Monitoring and Assessment**

See Assessment, Reporting and Recording Policy, Monitoring Policy and Equality Policy.

## **Resources**

All classrooms will have access to a map of the world eg. on the IWB or a hard copy. All resources are stored in the Key Stage resource bases.

**Health and Safety** (See policy)

## **Creative Arts Policy [Dance, Music, Art and Design]**

### **Rationale**

The Creative Arts equips children to understand and interpret the world through their senses and emotions. It stimulates responses both on the emotional and intellectual levels and perhaps, most important of all, it can be a lifelong source of pleasure. At Vallis First School a positive attitude towards the Creative Arts is encouraged amongst all our pupils.

### **Intent:**

We aim to:

- encourage co-operative, collaborative and independent learning and performance skills.
- encourage children to express themselves through the creative arts and develop the necessary skills in these areas.
- engage with the creative community of the town and region e.g. Jackdaws.
- help children to evaluate their own and others' work and celebrate their achievements.

### **Music:**

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- learn to sing and to use their voices; to create and compose music on their own and with others; have the opportunity to learn a musical instrument; use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### **Art & Design:**

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative works using the language of art, craft and design.
- know about great artists, craft makers and designers; understand the historical and cultural development of their art forms.

### **Drama:**

See English Policy

### **Dance:**

See PE policy

### **Implementation**

Vallis First School uses a cross-curricular topic approach, ensuring the progression of skills and that the National Curriculum programme of study is met through each key stage and the Early Years Foundation Stage Curriculum. Some skills are taught discretely as necessary.

In order to achieve this we plan:

- lively and interactive activities using a range of resources and equipment within the school, the Frome Community Learning Partnership of Schools and the wider community including visits to exhibitions and performances.
- a range of grouping strategies are used including individual, paired, group and whole class teaching.
- opportunities are provided to explore a diversity of cultures through the creative arts.

### **Monitoring**

See Assessment, Reporting and Recording Policy, Monitoring Policy and Equality Policy

### **Assessment and Equal Opportunities**

See Assessment, Monitoring and Equality Policy

### **Resources**

Frome provides a wealth of community based links and opportunities that can be utilised including Frome College, two theatres, several art galleries and the Frome Festival. Vallis First School also accesses Jackdaws Music Foundation and Somerset Music Hub.

Each classroom has access to equipment which supports the teaching of the creative arts. Additional resources are stored in the central stock cupboard and Key Stage resource bases.

## **Design and Technology Policy**

### **Rationale**

Design and Technology is mainly a practical subject. It provides opportunities for children to plan, design and evaluate, encompassing many other areas of the curriculum. At Vallis First School a positive attitude towards Design and Technology is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement.

### **Intent**

We aim to:

- encourage co-operative, collaborative and independent learning.
- plan and evaluate designs to develop positive critical awareness.
- develop practical and creative skills.
- enrich and support work in other areas of the curriculum.

### **Implementation**

Vallis First School adopts a cross-curricular topic-based approach to Design and Technology teaching, ensuring a progression of skills, knowledge and understanding. We base this on National Curriculum Programmes of Study and the Early Years Curriculum. Where necessary, skills are taught discretely.

In order to achieve this:

- lively and creative activities are planned using a wide range of resources including ICT facilities.
- a range of strategies for grouping are used to include individual, paired, group and whole class teaching.
- investigating, problem solving and practical techniques are encouraged in order to develop imaginative design skills.
- children are taught the importance of safety when using tools.

### **Monitoring, Assessment and Equal Opportunities**

See Assessment, Reporting and Recording policy and Monitoring and Equality Policies.

## **Resources**

Each Key Stage will have access to relevant and appropriate resources within their own resource base.

# **Computing Policy**

## **Rationale**

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with Mathematics, Science, Design and Technology and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation; how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use and express themselves; develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

## **Intent**

We aim to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- are responsible, competent, confident and creative users of information and communication technology.
- have a range of computing experiences throughout the curriculum.

## **Implementation**

Vallis First School follows the Curriculum Guidance for Early Years Foundation Stage and the National Curriculum for Computing.

This is delivered through:

- taught Computing sessions using the 2016 Wessex Planning from Somerset eLIM (E-learning and Information Management) following the key strands of Programming, Multimedia, Technology in our Lives, Handling Data and Online Safety.
- lively and interactive activities using a range of hardware and software.
- the use of interactive whiteboards and visualisers in the classroom.
- regular access to laptops to support other subjects across the curriculum.
- a range of grouping strategies including paired work, group work and whole class teaching.

## **Monitoring and Assessment**

(See Assessment, Reporting and Recording Policy, Monitoring Policy and Equality Policy)

## **Resources**

Two trolleys of laptops, equipped with all necessary software, are available and timetabled for class and group use. In addition, digital cameras, programmable floor robots, audio systems, web-cams and microphones are available to support curricular work.

## **Health and Safety**

(See policies for e-Safety, Internet Security and Health and Safety)

## **KS2 Languages (MFL) Policy**

### **Rationale**

Learning a foreign language fosters pupils' curiosity and deepens their understanding of the world, encouraging an exploration and appreciation of other cultures. It should provide opportunities for them to communicate for practical purposes.

### **Intent**

- to understand and respond to spoken and written language from a variety of authentic sources.
- to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what pupils want to say, whilst improving the accuracy of their pronunciation.
- to read and write simple sentences, reflecting the grammar structures identified.

### **Implementation**

The Languages National Curriculum Programme of Study is met through the Key Stage 2 curriculum. At Vallis First School our chosen foreign language for study is French.

In order to achieve this:

- lively and interactive activities are planned using a range of resources, for example games, songs and video clips within Key Stage 2.
- a range of grouping strategies are used including individual, paired, group and whole class teaching or workshops across Key Stage 2.
- daily language activities can be incorporated into the daily classroom routine, for example the calendar, weather and greetings.

### **Resources**

Key Stage 2 classes have access to French picture dictionaries, games and visual aids.

### **Assessment and Equal Opportunities**

See Assessment, Recording and Reporting policy, Monitoring policy and Equality policy.

## **Physical Education Policy**

### **Rationale**

Physical Education is concerned with the development of the whole child which encourages and promotes a healthy, active lifestyle. It is an education for life and can give a lifelong source of pleasure. At Vallis First School a positive attitude towards Physical Education is encouraged to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities.

### **Intent**

We aim to ensure that all pupils:

- develop physical co-ordination, skills and competence in a broad range of physical activities.
- engage in competitive sports and in activities & games.

- perform and create dances using a range of movement patterns and gymnastic sequences.
- develop the ability to evaluate own and others' performances.
- lead healthy, active lifestyles.
- are physically active for sustained periods of time.

### **Implementation**

Vallis First School uses a cross curricular topic approach which ensures a progression of skills as pupils move up through the year groups. The National Curriculum Physical Education programme of study is met through the lessons that each Key Stage and the Early Years Foundation Stage plan. Some skills are taught discretely where necessary.

In order to achieve this:

- lively and interactive activities are planned using a range of equipment.
- a range of grouping strategies are used including paired work, group work and whole class teaching to allow progression of skills.
- a variety of areas including the hall, playground and field will be used depending on weather conditions.
- after school clubs provide pupils with additional physical activity opportunities.
- invite a range of sports visitors in to Vallis to work with pupils (e.g. street dance, martial arts and rugby).
- participate in inter-school festivals.
- ensure swimming opportunities are provided for all pupils at different points in their time at Vallis.

### **Monitoring, Assessment and Equal Opportunities**

See Assessment, Reporting and Recording Policy, Monitoring Policy and Equality Policy.

### **Resources**

Resources are stored in the hall cupboard, outside PE shed and in the upstairs Key Stage 2 cupboard.

## **History Policy**

### **Rationale**

History is the chronicling, investigation and explanation of the past which develops an understanding of how the past has shaped the present - it should inspire pupils' curiosity. Through learning about Britain and the wider world, children develop their own sense of identity. They are introduced to the skills needed to understand and interpret the past, such as asking perceptive questions, thinking critically, weighing evidence, sifting arguments and developing perspective and judgement.

### **Intent**

- to begin to understand the history of Britain and its chronological narrative from the earliest times to the present day.
- to know and understand significant aspects of the history of the wider world.
- to understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance.
- to develop an understanding that there can be different opinions/versions of the past.
- to develop an understanding of the methods of historical enquiry including how evidence is used.
- to enable children to ask and answer questions about the past, to make connections, draw contrasts and analyse trends.

- to develop a sense of chronology and use historical language and terms.
- to enable children to communicate and record their knowledge and understanding in a variety of ways.
- to address issues of equal opportunities in context, challenging stereotypes, with an awareness of the background and cultural heritage of all pupils.

### **Implementation**

Vallis First School uses a cross-curricular topic approach, ensuring the progression of skills and that the National Curriculum Programme of Study is met through each key stage and the Early Years curriculum. Some skills are taught discretely as necessary.

In order to achieve this:

- lively and interactive activities are planned using a range of resources and equipment within the school, the Frome Community Learning Partnership of Schools and the wider community including visits to museums, exhibitions and historical sites.
- a range of grouping strategies are used including individual, paired, group and whole class teaching.
- opportunities are provided to explore a variety of historical cultures.

### **Resources**

Frome provides a wealth of community based links and opportunities that can be utilised including Critchill Resource Centre, Resources for Learning and Frome Museum.

Each classroom has access to equipment which supports the teaching of History.

Additional resources are stored in the central stock cupboard and Key Stage resource bases.

### **Assessment and Equal Opportunities**

See Assessment, Recording and Reporting Policy, Monitoring Policy and Equality Policy.

## **Personal, Social and Health Education**

Vallis First school's PSHE provision develops confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of children is embedded throughout the entire curriculum and culture in a safe learning environment.

We want our children to feel confident and well informed about the changes that adolescence brings and we ensure that Vallis children cover the statutory aspects of Science, Relationships and Health education as recommended by the DfE and all aspects of Personal, Social, Health Economic education.

### **Intent**

We know there is a proven link between children's health and wellbeing and their academic progress. Crucial skills and positive attitudes developed through comprehensive PSHE and Relationship education are critical to ensuring children are effective learners.

We aim to ensure that:

- We develop children's self-esteem, confidence and self-awareness to make informed choices and decisions.
- We encourage and support the development of social skills and social awareness.
- We enable children to make sense of their own personal and social experiences.
- We promote responsible attitudes towards good physical and mental health, supported by a safe and healthy lifestyle.

- We support thoughtful relationships and develop a caring attitude towards others
- We help children understand and manage their feelings, build resilience and be independent, curious problem solvers.
- We help children understand how society works, the laws and rights and responsibilities involved.

## **Implementation**

At Vallis we primarily use SCARF, a comprehensive scheme of work for PSHE and Wellbeing. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education.

Weekly, timetabled lessons build upon prior learning and there is planned progression across the scheme of work so that children are increasingly and appropriately challenged as they move up through the school. The RSHE lead works with the teaching staff to ensure that all staff are equipped with the knowledge, skills and resources to deliver PSHE confidently.

In EYFS, PSHE is taught through SCARF activities that are part of topics and the children's own play. Positive experiences are built through daily opportunities.

In KS1 and KS2 RSHE is divided in 6 themes:

- Me and My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Being My Best
- Growing and Changing

Vallis children also access regular, supportive workshops through the SCARF Lifebus. We also support the Diana Awards anti-bullying programme and hold termly anti-bullying assemblies led by school ambassadors.

## **Assessment and Monitoring**

We are currently trialling class floor books to show progression in the children's learning and allow children to reflect back on their own understanding and development in RSHE.

The RSHE lead will stay informed about current developments and support colleagues with delivery.

## **Parental Concerns/Withdrawal of Children**

Parents have the right to request that their children be withdrawn from some or all of the non-statutory Sex Education, but not Relationships Education. They do not have the right to withdraw their children from those aspects of Sex Education that are taught in statutory National Curriculum Science and Health Education.

Parents are invited to review our resources and discuss any concerns with staff. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and use of resources that promote diversity and inclusion in Relationships Education.

The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and advance equality in its everyday business, in the design

of its policies and its curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different to them. Our PSHE education acknowledges GLBP families and children who may identify as gay, lesbian, bi-sexual or pansexual through scenarios, in a sensitive, honest and balanced way.

**Reviewed by Steph Rainford Feb 2021**

## **Early Years Foundation Stage Curriculum**

(See EYFS Policy for more detail)

The Early Years Foundation Stage framework is structured differently to the national curriculum; it has seven **Areas of Learning** rather than subject areas. The seven areas of learning are divided into two main areas - Prime and Specific.

### **Prime Areas**

**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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

## **Specific Areas**

**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.

**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.

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. In each area there are **Early Learning Goals (ELGs)** that define the expectations for most children to reach by the end of the EYFS.

The **ELGs** are:

### **Communication and Language**

**Listening, Attention and Understanding** - 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** - 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.

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

**Self-Regulation** - 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** - 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** - Children at the expected level of development will: 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.

## **Physical Development**

**Gross Motor Skills** - 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** - 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.

## **Literacy**

**Comprehension** - Children at the expected level of development will: demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; anticipate, where appropriate, key events in stories; use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

**Word Reading** - Children at the expected level of development will: say a sound for each letter in the alphabet and at least 10 digraphs; read words consistent with their phonic knowledge by sound-blending; read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**Writing** - Children at the expected level of development will: write recognisable letters, most of which are correctly formed; spell words by identifying sounds in them and representing the sounds with a letter or letters; write simple phrases and sentences that can be read by others.

## Mathematics

**Number** - Children at the expected level of development will: 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** - 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.

## Understanding the World

**Past and Present** - 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** - 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** - 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.

## Expressive Arts and Design

**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.

**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.

## National Curriculum Links

National Curriculum	Early Years Foundation Stage
English	Communication and Language Physical Development Literacy Expressive Arts and Design
Mathematics	Communication and Language Mathematics
Science	Communication and Language

	Physical Development Understanding the World
Art and Design	Physical Development Expressive Arts and Design
Religious Education	Personal Social and Emotional Development Understanding the World
Computing	Personal Social and Emotional Development Physical Development Understanding the World Expressive Arts and Design
Design and Technology	Physical Development Expressive Arts and Design
Geography	Mathematics Understanding the World
History	Communication and Language Understanding the World
Music	Communication and Language Physical Development Expressive Arts and Design
Physical Education	Personal Social and Emotional Development Physical Development Expressive Arts and Design
PSHE	Communication and Language Personal Social and Emotional Development Physical Development Understanding the World