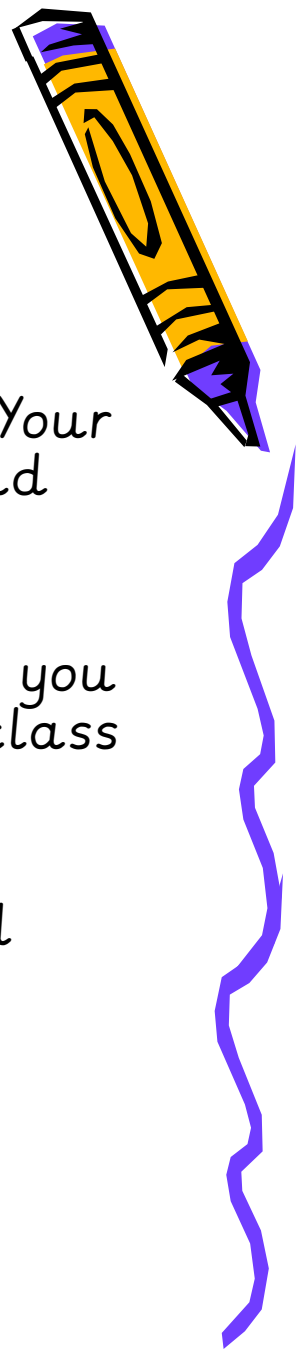
A large yellow diamond shape is centered on a white background. In the top-left corner of the diamond, there is a red crayon with a yellow body and a red eraser, pointing towards the center. A short red squiggly line extends from the tip of the crayon. In the bottom-right corner of the diamond, there is a purple crayon with a yellow body and a purple eraser, pointing towards the center. A long purple squiggly line extends from the tip of the crayon, curving across the bottom of the diamond.

The Foundation Stage Curriculum

Welcome



- Thank you for taking the time to read this. Your child will make the best progress if school and home, work in partnership together.
- If there is any part of this presentation that you are not clear about, please ask your child's class teacher or send a message via Dojo.
- This curriculum document covers Nursery and Reception (The Foundation Stage).



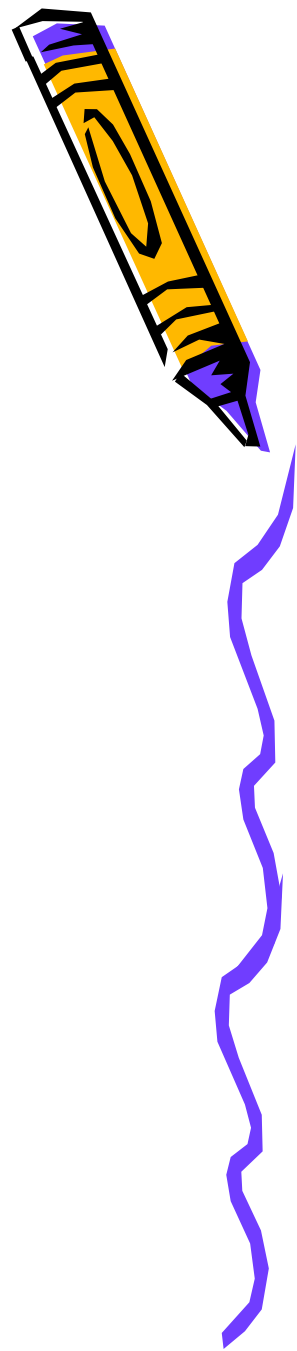
The Spring Gardens Early Years Foundation Stage Curriculum is based upon:-

The Statutory Framework for the Early Years Foundation Stage (September 2021)

This is a statutory document produced by the Government which sets out the standards for learning, development and care from birth to five.

You can download this document should you wish to read it in detail from

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>





The Overarching Principles of the curriculum are:

- Every child is a unique child who is constantly learning, and can be resilient, capable, confident and self assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well, in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them build their learning over time. Children benefit from a strong partnership between practitioners and parents or carers.
- The importance of learning and development. Children develop and learn at different rates.



The characteristics of effective learning

These are included in the statutory guidance. The curriculum must provide opportunities for playing and exploring, active learning and creating and thinking critically.

Playing and Exploring

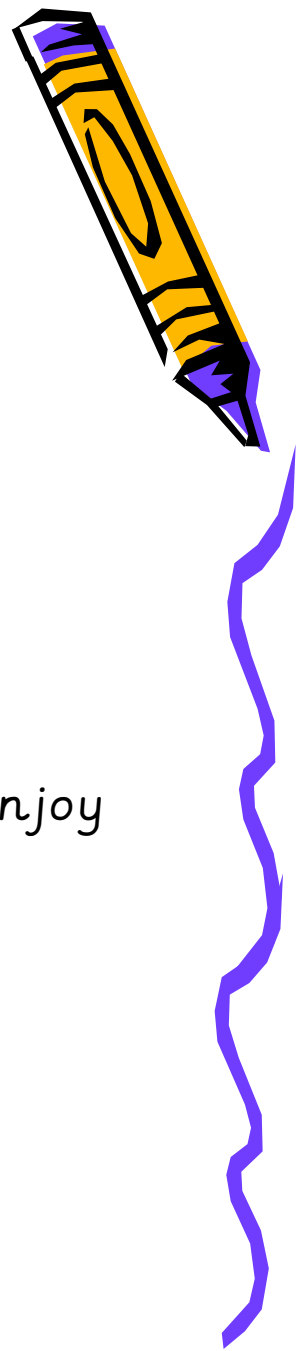
Children investigate and experience things.
Children have a go.

Active Learning

Children concentrate.
Children keep trying if they encounter difficulties and enjoy achievements.

Creating and thinking critically

Children have and develop their own ideas.
Children make links between ideas.
Children develop strategies for doing things.



Areas of learning and development

The Foundation Stage Curriculum outlines 7 areas of development.

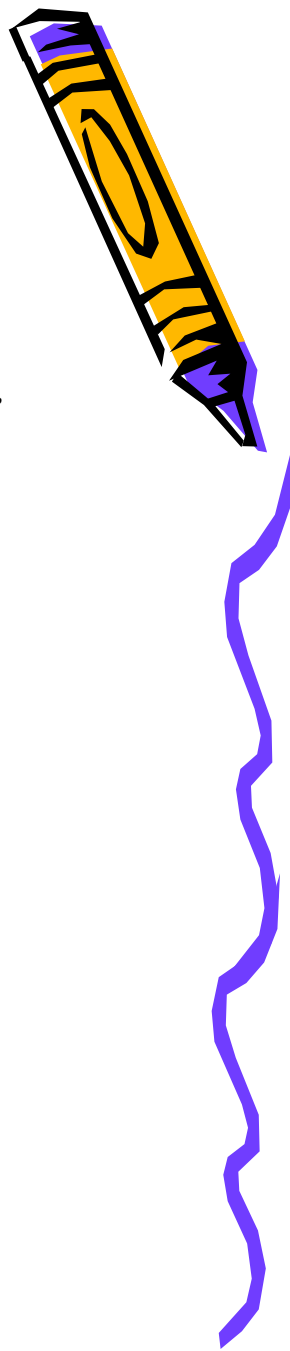
All the areas are important and interconnected.

The prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

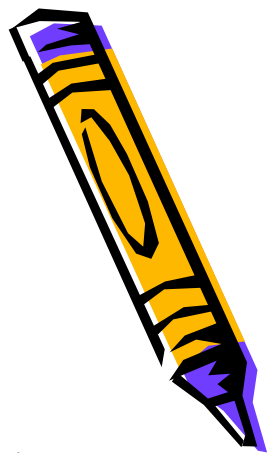
The Specific Areas

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and design



The Early learning Goals

- The level of development that the majority of children in the foundation Stage are expected to achieve, by the end of their Reception year, are set out in the Early Learning Goals.
- There are Early Learning Goals for each of the seven areas of learning.



Prime Areas

Language and Communication

The development of children's language underpins all seven areas of learning and development. The number of quality conversations children have with both adults and peers is crucial in developing new vocabulary and sentence structures.

Reading frequently to children and engaging with them in stories, rhymes, poems and role play enables children to develop a rich and varied vocabulary.

Our curriculum provides children with the opportunity to play, explore, share their ideas and experiences and talk about what they are doing. Teachers support, model and question to enable children to elaborate their ideas and feel comfortable using a range of words and language structures, including questions.



Communication and Language

Early Learning Goals

ELG Listening, Attention and Understanding

Children at the expected level of development will:

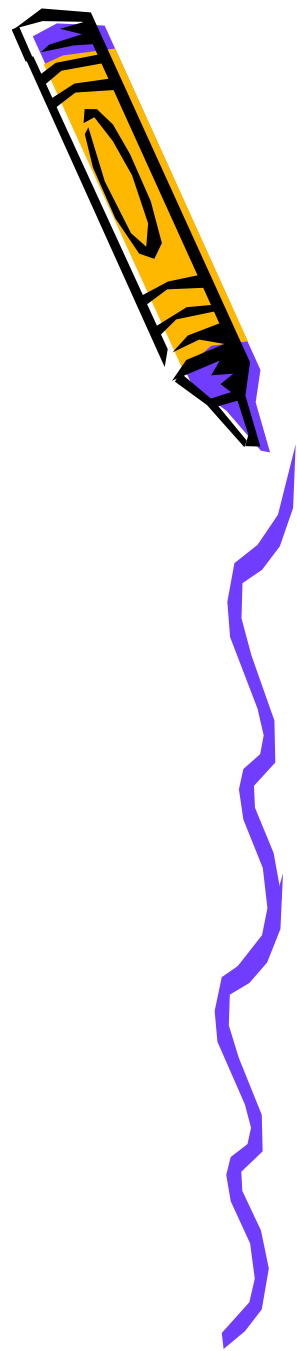
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.



ELG: 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.



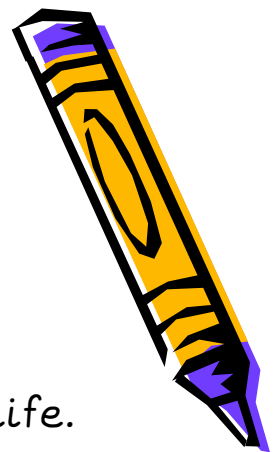
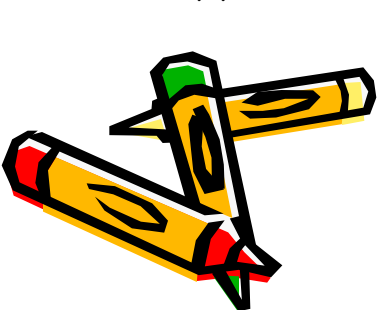
Prime Area

Physical Development

Physical activity is vital in children's all round development, enabling them to lead happy, healthy and active lives. These early experiences help to underpin positive attitudes for later life.

Children need to develop their **gross motor** skills and **fine motor** skills. These skills develop over time and require a lot of repeated practice. Activities that provide opportunities to develop children's balance, core strength, stability, spatial awareness and agility are crucial. Opportunities to run, jump, climb, pedal, crawl, balance etc. are planned into the curriculum daily. Gross motor movements need to be developed in order to support the development of fine motor skills.

Fine motor control and hand eye co-ordination are essential for early literacy, mark making and writing. Activities such as playing with small world, working in the mud kitchen, threading, pegging, puzzles, arts and crafts and using small tools all support the development of fine motor skills.



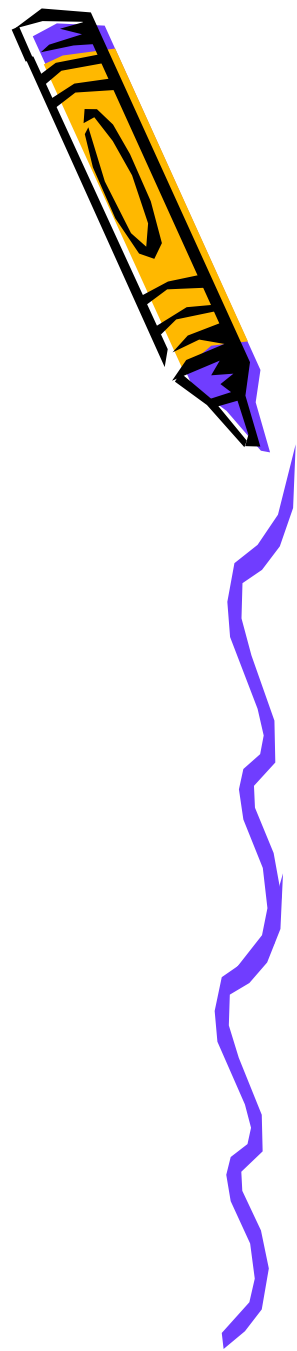
Physical Development

Early Learning Goals

ELG 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.



Physical Development

Early Learning Goals

ELG: 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.



Prime Area

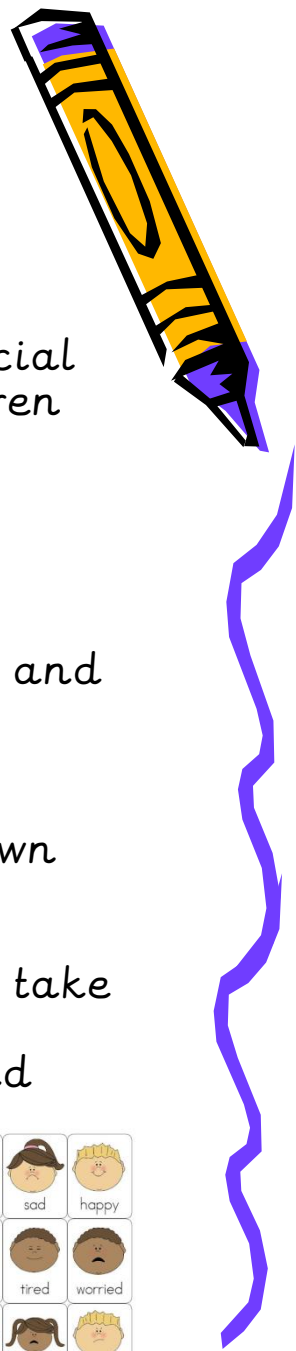
Personal Social and Emotional Development

Children's personal, social and emotional development is crucial to their well being. This area underpins the ability for children to become happy, healthy and secure individuals who are equipped to tackle life's experiences and challenges.

Strong, supportive relationships with adults in school enable children to learn about, understand and develop their own emotions, develop a positive self image, set themselves goals, and have confidence to try new things.

We teach children to become independent learners who are resilient. Our curriculum enables children to manage their own hygiene and know how to keep their bodies healthy.

The curriculum provides children with opportunities to share, take turns, and appreciate similarities and differences between ourselves and families. It enables children to understand and talk about feelings and how this can effect us.



Personal, Social and Emotional Development

Early Learning Goals

ELG: 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.



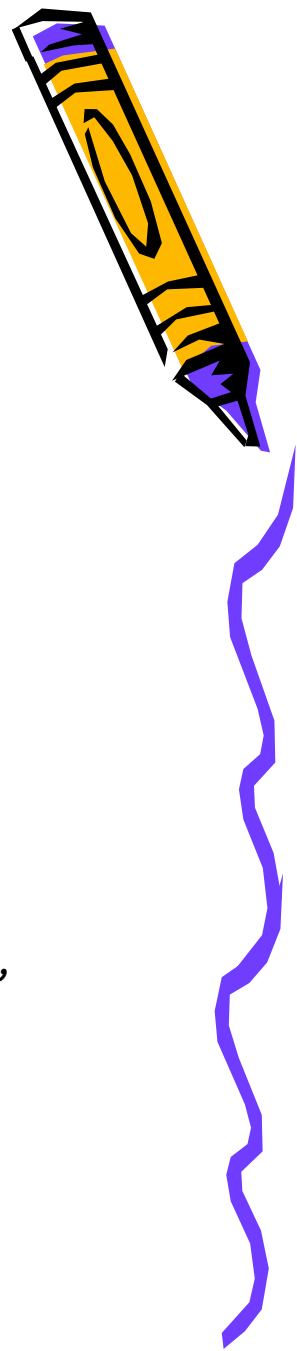
Personal, Social and Emotional Development

Early Learning Goals

ELG: 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.



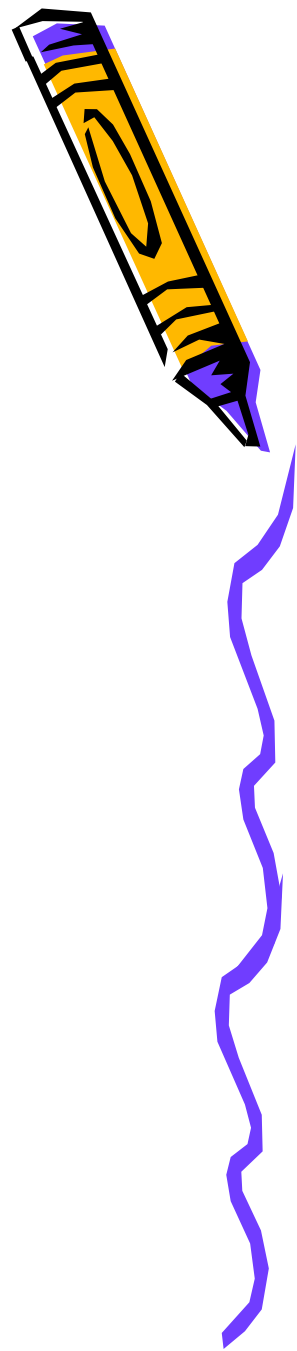
Personal, Social and Emotional Development

Early Learning Goals

ELG: 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.

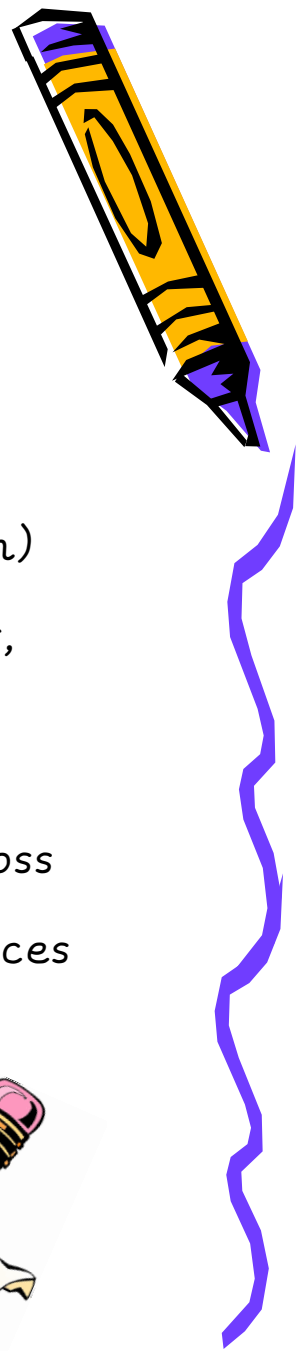


Specific Area

Literacy

Developing a love of books and reading is a crucial skill that underpins future learning. Our curriculum provides many opportunities to look at, share and read books. Children are encouraged to talk about what they see, in busy pictures and picture books. Conversations about books (fiction and non fiction) develop children's understanding. Daily phonic sessions in both Nursery and Reception develop the early skills required to hear, blend and segment sounds, decode words and read high frequency words.

Early mark making is developed across the Foundation Stage. Squiggle While You Wiggle, and Write Dance link children's gross and fine motor skills to early writing. As the children progress, letter formation and the ability to write words and then sentences are taught in phonics and applied across the curriculum.



Literacy

Early Learning Goals



ELG: 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.



Literacy

Early Learning Goals

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs; (Digraphs are sounds made up of more than 2 letters e.g. sh, as in ship.)
- 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.

ELG: 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.



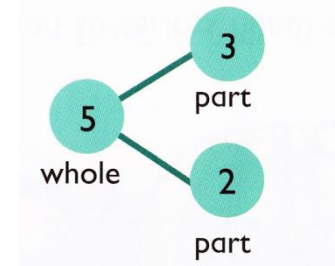
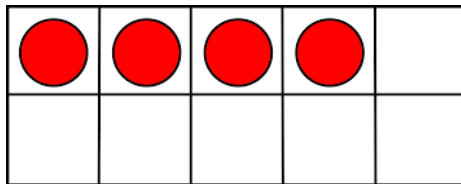
Specific Area

Mathematics

Our curriculum is designed to ensure that all children have a solid foundation for the requirements of the National Curriculum in year one. By the end of Reception, we teach children to count accurately, to have a deep understanding of the numbers to 10 (including, how each number can be made up) and to recognise patterns within them.

We ensure that children have lots of experiences using a range of practical materials to enable them to develop a deep understanding. These include ten frames, numicon, part part whole models. We teach children a range of mathematical vocabulary and encourage them to use it.

In addition opportunities are planned for the develop children's knowledge of shape, space and measure. Practical experiences are planned for to develop children's understanding and use of vocabulary.



Mathematics

Early Learning Goals

ELG: 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.



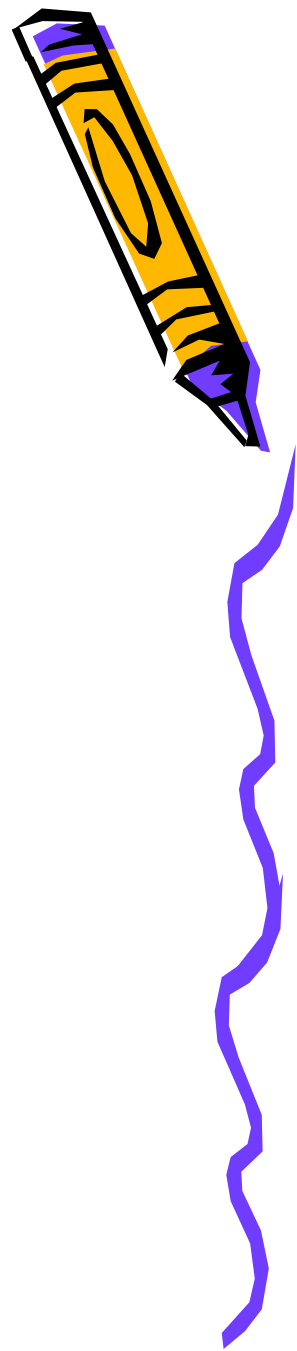
Mathematics

Early Learning Goals

ELG: 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.



Specific Area

Understanding the world

Understanding of the World enables children to develop their understanding of the natural world around them, their community and the people who live and work within it.

It also teaches children to understand that people, families and communities have similarities and differences.

All children entering school have a range of varied experiences. Our curriculum is designed to enhance this and to further develop children's understanding of the world around them.

Visits within our local community are planned for and by sharing a wide range of books, (both fiction and non fiction), and video clips, children are taught about the wider world and their vocabulary is developed.



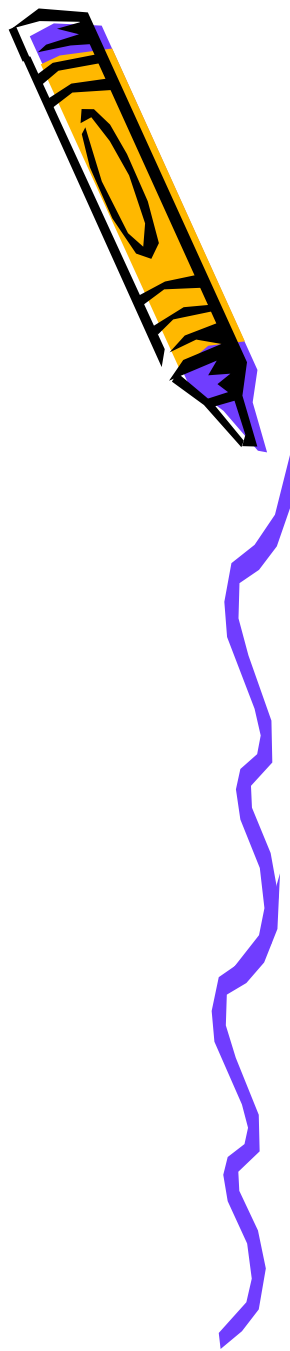
Understanding the World

Early Learning Goals

ELG: 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.



Understanding the World

Early Learning Goals

ELG: 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.



Understanding the World

Early Learning Goals

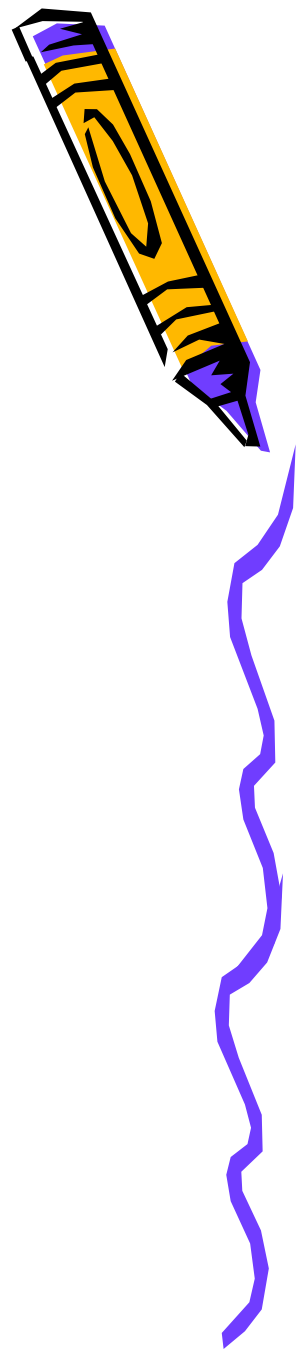
ELG: The Natural World

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.



Specific Area

Expressive Arts and Design

This area of the curriculum includes role play, music, dance, drawing, painting, modelling and design.

All of these areas are important in developing children's imagination and creativity. The curriculum at Spring Gardens Primary provides opportunities for children to engage with a wide range of media including performances of music, dance and images of art.

Our curriculum teaches the relevant knowledge and skills required in each area. Children are provided with the opportunity to follow their own ideas, and interests.

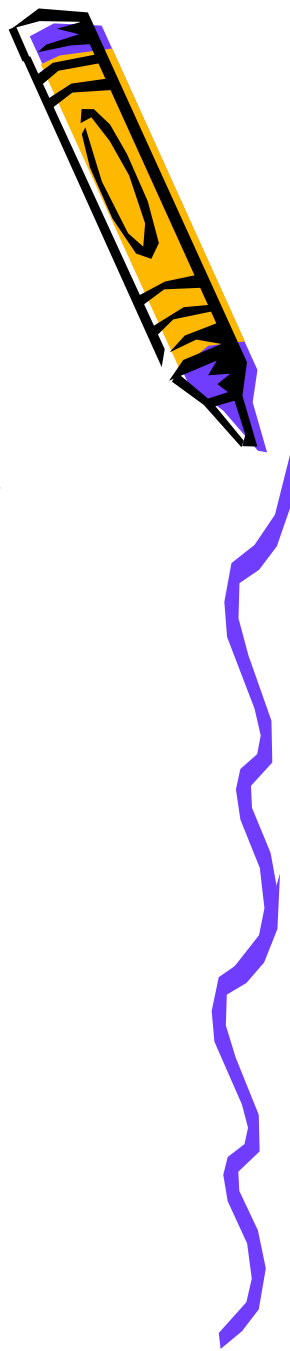


Expressive Arts and Design

Early Learning Goals

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.



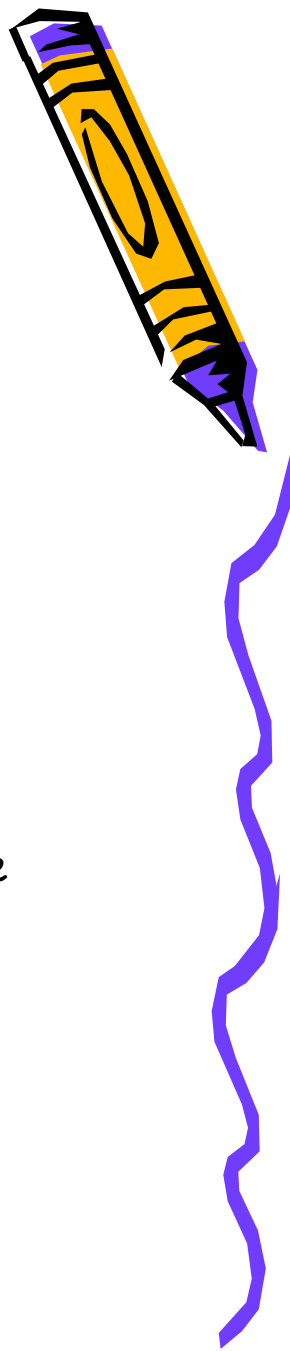
Expressive Arts and Design

Early Learning Goals

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.



Planning and Sharing Our Curriculum

- Our curriculum is designed in a progressive manner.
- Knowledge and skills are built upon throughout Nursery and Reception to work towards the Early Learning Goals.
- Each half term, the Foundation Stage staff use our progression curriculum document to plan the work to be covered. This includes the knowledge and vocabulary we want children to learn and the skills we want them to develop.
- This will be shared with you in a curriculum half term overview.



Thank you



- Thank you for reading this overview.
- If you have any questions or need more clarity please speak with Mrs Dexter, Mrs May or Miss Duffy who will be happy to help.

