

Ling Moor Primary Academy

EYFS Curriculum focus

As the children in EYFS begin their time at school, it is really important that we support them to be able to best access and enjoy their learning whilst focussing on the key elements of learning they need to secure. Children need to feel safe and secure in their environment in order to thrive, therefore personal, social and emotional development is of utmost importance throughout the year. Additionally, a clear focus of our curriculum is communication and vocabulary development this is vitally important to ensure that children can express themselves but also to ensure that they become confident readers and writers. We use key texts to support us in this and to support us in developing the children's knowledge of the world around them. Below, we have included the key information for the year.

There are four clear strands to our curriculum:

- Children develop the skills to be a life-long learner enabling them to be successful in the next stages of their education and the confidence to become citizens of the world – A Ling Moor Learner. They have curiosity, courage and passion.
- Children understand what it means to contribute to the success of a community – The Ling Moor Family. Their participation in community empowers them with British values and is rooted in Spiritual, Moral, Social and Cultural responsibility. They are generous.
- Children develop a skills and knowledge base fitting of a broad and balanced curriculum. This empowers them with the knowledge and skills to be successful. They have curiosity and wisdom.
- Children develop a core English and Mathematical set of skills resulting in a depth and security of mathematical and linguistic concepts. They have curiosity and wisdom.

Foundation Stage events and experiences

Autumn Term

- Vet visit
- Visit from a gardener.
- Seasonal changes
- Celebration of Bonfire Night
- Church visit to observe celebration of Christingle
- Christmas craft afternoon

Spring Term

- Growing vegetables, harvesting these and eating them or feeding the guinea pigs.
- Asda visit
- Farm visit
- Church visit
- Relevant celebrations for our cohort
- Dentist Visit

Summer Term

- Den building and outdoor art with Mr. Small
- Water fight and ice cream afternoon
- Cookery lessons with Mrs Lowe from our Ling Moor Kitchen
- Imp Music service
- EYFS Sports day
- A visit from different people who help us. Possible visits from fire fighters, police, medical practitioners and vets.
- Egg hatching
- Lifecycle of a frog
- Lifecycle of a butterfly

Curriculum content

Communication and Language

Developing communication and language skills is an essential part of the learning we do in Foundation Stage and the development of these skills impacts your child throughout their life.

Key skills and knowledge:

- Understand how to listen carefully and why listening is important.
- Follow two step instructions.
- Pay attention to more than one thing at a time and be able to switch attention.
- Take part in play with a group of people, communicate and negotiate to resolve any conflict or problem.
- Take part in a conversation for many turns.
- Express a point of view and explain their reasoning when agreeing or disagreeing.
- Use language to take on a new role in pretend play.
- Consider the listener in a conversation.
- Use language to organise play.
- Be able to talk about past events with detail and in order.
- Understand a variety of questions and how to answer and ask these.
- Ask questions to find out more.
- Develop a wide vocabulary.
- Use well-formed sentences that include connectives.
- Listen and respond with relevant questions, comments or actions.
- Retell a story use repeated refrains and their own words.
- Confidently talk in small groups and in class situations.
- Use talk to help work out problems and organise thinking and activities.

How you can help at home:

- Talk to your child. Talk about what you can see, or what is happening around them.
- Read stories to your child as often as possible.
- Talk about the story, share your ideas about what you notice, about how the characters are feeling or what they may be thinking. Encourage your child to join in with familiar stories.
- Take part in imaginative play. Take on different roles and model this language to your child.
- Model how to listen.
- Model how to solve a problem using talk.

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.

Key skills and knowledge:

- Building routine and becoming used to the school routines.
- How to manage our feelings when tired and what we can do to protect ourselves when we are tired.
- How to manage emotions in different situations.
- How to talk about emotions and express these to others.
- Developing sharing and negotiation skills.
- Understanding the perspective of others.
- Understanding that some things might frighten us and that's okay
- Developing a sense of community and responsibility.
- Following school rules with and without support.
- Managing own care needs.
- Showing resilience and perseverance in the face of challenges.
- Set a simple goal.

How you can help at home:

- Openly talk about emotions, how your child is feeling, how you are feeling and how your child makes you feel.
- Discuss beginning school, the positives and anything that might be worrying. Please do let us know your thoughts on this as it will help us with our learning at school.
- Discuss the expectations for school.
- Allow your child to be independent, try and practise things many times, for example, dressing themselves, collecting the things they need, looking after their books and toys.

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, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

Key skills and knowledge:

- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks
- Progress towards a more fluent style of moving, with developing control and grace
- Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently - suggested tools include:
 - pencils for drawing and writing
 - paintbrushes
 - scissors
 - knives
 - forks
 - spoons
 - use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Further develop and refine a range of ball skills including:
 - throwing
 - catching
 - kicking
 - passing
 - batting
 - aiming
- develop the foundations of a handwriting style which is fast, accurate and efficient
- further develop the skills they need to manage the school day successfully such as lining up and queuing, and mealtimes

How you can help at home:

- Go to the park, use the climbing frames. Allow your child to climb and use their core and upper body strength to do this. Use obstacle courses and balance beams.
- Ride bikes, scooters and trikes.
- Go up stairs using alternative feet
- Play games such as musical statues, hold a balance.
- Practice different movement such as skipping, hopping, galloping.
- Use large muscle movements to wave, mark make, paint or fly flags and streamers.
- Help with the gardening, use spades, forks, trowels.
- Balloon bouncing
- Log rolling – keep arms and legs straight and tummy tense.
- Practise using scissors.
- Mark make
- Practise using a knife and fork.
- Try doing a zip up.
- Thread pasta
- Flicking paper balls into a goal or tub
- Picking up pebbles in one hand
- Squeezing a sponge
- Using pegs
- Cooking and baking

Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. 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.

Key skills and knowledge:

- Perceptually and conceptually subitise up to five using pictures, objects and sounds.
- Show numbers on fingers.
- Identify when it is appropriate to subitise and when to count.
- Know that the last number we say is how many there are.
- Say the numbers in order.
- Count each object, person, picture, action, sound etc once.
- Understand that all numbers are made of parts that combine to make a whole number.
- Explore composition of numbers to 10.
- Recognise odd and even numbers.
- Understand what a double is and know double facts.
- Use language of more and fewer.
- Use language of equal.
- Compare amounts of continuous quantities.
- Develop spatial vocabulary.
- Develop shape awareness.
- Continue, copy, create and fix patterns.

How you can help at home:

- Spot shapes
- Collect items from around the house or outside. Take a walk finding list Eg collect 7 sticks, 3 stones, 5 feathers. Perhaps you could make a picture with these? Compare these.
- Spot numbers everywhere you go and talk about their meaning. Eg aisle number 5 is 5 because it is the 5th one.
- Cook. Weigh ingredients, talk about heaviest, lightest, a full cup or half a cup of ingredients.
- Play hide and seek with a toy. Ask your child to describe where it is using positional language.
- Ask your child to get out the right number of knives and forks for lunch or tea.
- Practise writing numbers.

Reading and Phonics

Whilst in Foundation Stage the children will be developing their reading skills and many skills in other areas that will support this development. To be a confident reader children need to hear and be read lots of different stories. They also need experience of talking about the stories they have read. Children will also need to be able to talk confidently and clearly and be able to understand a range of words to help them comprehend the words and stories that they are reading.

Key skills and knowledge:

Read individual letters by saying sounds for them. Do this with speed.
Blend sounds into words in order to read words with known sounds.
Read some letter groups that each represent one sounds and say sounds for them.
Read a few common exception words.
Read simple phrases and sentences using known sounds.
Use Fred in your head and speedy reading with ease.
Develop a love of reading.
Retell known stories and make up own stories.
Talk about stories and the key features of stories.
Talk about what might happen in a story.
Say what you like and don't like about a story.

How you can help at home:

- Continue to practise sounds – you could turn this into a game.
- Read, read and read some more!!!
- Talk about stories with your child.
- Read stories to your child.
- Practise reading and writing short words (three letter words eg fox, cat, mad)

Key writing skills

In Foundation Stage we recognise that developing key writing skills is very important to future learning. However, we also recognise that there are many skills that need to be developed and mastered prior to writing. Children need to have good overall body strength to hold their bodies in a stable writing position, they need to have developed fine motor skills in order to

hold a pencil and control the marks that they are making. Children also need to be able to form and say a sentence prior to being able to write this. When the children are ready they will begin to master the following skills.

Key skills and knowledge:

- Using Fred fingers to sound out words.
- Giving meaning to marks they draw, write or paint.
- Using identifiable letters.
- Writing sounds in order for each word.
- Name writing.
- Writing for a purpose.
- Enjoying writing.
- Using phonics knowledge to write words.
- Write some irregular words.
- Remembering what we want to write.
- Reading their own writing.
- Beginning to write captions and sentences.
- Rereading writing to check that it makes sense.

How you can help at home:

- As your child's phonics develops, ask your child to write for a purpose. A shopping list, their name in a card, a postcard to a friend.
- Encourage your child to sound words out and use Fred Fingers.
- Practise letter formation, thinking about tall letters, small letters, descenders and ascenders.
- Encourage your child to think about what they want to paint, draw or write before beginning and stick to their plan.