

In the Early Years Foundation Stage there are seven areas of learning and development. All areas are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. These three areas, called the **prime areas** are:

- communication and language
- physical development
- personal, social and emotional development

The other four areas, through which the three prime areas are strengthened and applied, are the **specific areas of**:

- literacy
- mathematics
- understanding the world
- expressive arts and design

The prime areas are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

Particularly in the prime areas much of the learning and development is on-going through the everyday routines of the class. We also aim to promote learning and development through a topic based approach, providing activities based on the needs and interests of the children. Some of these will be adult led activities, whilst others will be enrichments to the provision for children's play. Each term we have some topics planned which we believe will interest the children. However, an exciting aspect of our work in the Foundation Stage is that we often work from the children's interests. This means we are flexible in our planning and the children have an opportunity to choose the direction a theme takes. It also offers them flexibility on how long we spend on each theme.

#### **Personal, Social and Emotional Development. We will:**

- Support children in linking openly and confidently with others
- Show by example how to be considerate and responsive to others
- Create opportunities to ensure that children and adults listen to each other and explain their actions.
- Support children in developing positive relationships.

- Help children to understand the feelings of others by talking about different emotions when they occur and in discussion of stories
- Provide activities that require collaboration, turn taking and sharing.
- Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things.
- Intervene when children need help with difficult situations
- Recognise and enjoy children's success with them to help to feel confident.
- Provide experiences and activities that are challenging but achievable.
- Provide regular opportunities for children to talk about something they are interested in or have done such as "Show and Tell"
- Establish routines with predictable sequences and events.
- Prepare children for changes that may occur in the routine.
- Model and involve children in finding solutions to problems and conflicts
- Set, explain and maintain clear, reasonable and consistent limits so that children can feel safe and secure.
- Provide materials for a variety of role play themes.
- Encourage children to think about issues from the viewpoint of others.
- Make time to listen to children respectfully and kindly and explain why this is important.

### **Communication and Language. We will:**

- Model being a good listener by listening to children and taking account of what they say.
- Share rhymes, books and stories.
- Give children opportunities both to speak and to listen.
- Plan activities when individuals listen to others.
- Prompt children's thinking and discussion through involvement in their play.
- Ask children to think in advance about how they will accomplish a task.
- Help children to draw conclusions, predict, explain, and speculate.
- Help children expand on what they say, introducing and reinforcing the use of more complex sentences.
- Introduce new words in the context of play and activities.
- Foster children's enjoyment of spoken and written language by providing interesting and stimulating play opportunities.
- Encourage conversation with others and demonstrate appropriate conventions
- Model language appropriate for different audiences, for example, a visitor.
- Encourage children to develop narratives in their play.

- Provide an interesting and stimulating environment which demands the use of rich and varied spoken language.

### **Physical Development. We will:**

- Motivate children to be active through games and action rhymes
- Teach children the skills they need to use equipment safely e.g. using scissors.
- Provide activities that give children the opportunity and motivation to practice manipulative skills e.g. painting, playdough, junk modeling, construction, small world.
- Teach children how to use tools and materials effectively and safely and give them opportunities to practice them.
- Encourage children to notice the changes in their bodies after exercise.
- Provide opportunities to run, hop, jump, skip, climb and balance to develop control, co-ordination and physical mobility.
- Provide activities such as rolling, throwing, catching and aiming to develop hand-eye co-ordination
- Provide a range of small and large equipment and apparatus, including mark making equipment.
- Discuss aspects of health and hygiene so that children learn to manage their personal needs independently.

### **Knowledge and understanding of the world. We will:**

- Encourage children to talk about their own home and community life, and to find out about other children's experiences
- Encourage children to share their feelings and talk about why they respond to experiences in particular ways.
- Explain sensitively why some children may need extra help or support for some things, or why some children feel upset by a particular thing.
- Help children to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences.
- Strengthen the positive impressions children have of their own cultures and faiths, by sharing and celebrating a range of practices and special events.
- Provide opportunities to observe things closely.
- Help children to notice and discuss patterns around them.
- Encourage children to examine change over time.
- Use appropriate vocabulary when talking about the natural world
- Ask open ended questions to arouse enquiry and curiosity
- Encourage children to speculate on the reasons why things happen or how things work
- Teach and encourage children to use computer programs.

**Expressive arts and design. We will:**

- Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need.
- Demonstrate and teach skills and techniques associated with the things children are doing.
- Provide resources for mixing colours, joining things together and combining materials, demonstrating when appropriate
- Make suggestions and ask questions to extend children's ideas.
- Provide imaginative role play and small world play to allow the children to express and communicate their ideas, thoughts, feelings and experiences.
- Provide a wide range of materials for children to play with and handle so they begin to understand and identify their unique properties and how they can be used.
- Provide opportunities to make and perform music and sounds by singing and playing instruments.
- Teach traditional rhymes and songs to extend children's repertoire
- Provide stimuli for imagination e.g the Christmas elf

	Autumn Term1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
TOPICS	Getting to know you Goldilocks Oliver's Vegetables/Harvest	Autumn Diwali Christmas	Winter Chinese new year	Jack and the Beanstalk/Growing Mothers day Easter	Spring Pets	All about me

In the areas of Literacy and Mathematics we follow two strategies in line with the rest of the school, namely Read, Write, Inc and Maths Makes Sense respectively. There is dedicated Literacy and Maths times each day in order to provide for clear and consistent teaching and progression of skills. However, these two areas also feature within topic activities and in the enrichment provided for children's play where they can demonstrate, apply and embed new knowledge and skills. Stories are read on a daily basis and books linked to the topic are always available.

<p>Literacy</p>	<p>"Letters and Sounds" Phase 1 as a support to oral blending</p> <p>Daily phonics lessons following suggested order and teaching contained in "Read, Write, Inc"</p> <p>Name writing using different media.</p> <p>Introduce Oxford Reading Tree characters</p> <p>Shared writing sessions- to model writing for a purpose and to show that print contains meaning</p> <p>Beginning Independent writing sessions.</p> <p>Signs and labels for classroom.</p>	<p>Complete the delivery of Set 1 sounds.(RWI)</p> <p>Blending and segmenting of regular CVC words.</p> <p>Reading single words and captions.</p> <p>Introduction of "Ditties"</p> <p>Introduction to "red words"</p> <p>Writing for Diwali cards, Christmas cards</p> <p>Independent writing sessions with support to write using phonic knowledge.</p> <p>Introduction to "Hold a sentence" activity (RWI)</p>	<p>Start set 2 sounds (RWI)</p> <p>Start RWI reading books in class.</p> <p>Develop the concept of partner work by "talking to your partner".</p> <p>Revise high frequency/ irregular words: is, it, in, at, and, to, the, no, go, I</p> <p>Teach he, she, we, me, be, was, my, you.</p> <p>RWI writing activity, "Hold a sentence" supporting children as necessary.</p> <p>Independent writing sessions with support to write using phonic knowledge.</p>	<p>Complete the delivery of Set 2 sounds (RWI)</p> <p>RWI Reading books in class.</p> <p>Develop the use of Partner work for children who are able</p> <p>Letter names and capitals.</p> <p>Red words: they, her, all, are</p> <p>RWI writing activities</p> <p>Independent writing with support as needed to write using phonic knowledge.</p> <p>Writing for different purposes.</p>	<p>Reading and spelling words containing adjacent consonants and polysyllabic words.</p> <p>Learning more red words</p> <p>Developing partner work in RWI sessions.</p> <p>Reading for different purposes e.g to follow instructions</p> <p>Independent writing of sentences and captions for different purposes.</p> <p>Writing linked to RWI texts</p>	<p>Reading and spelling words containing adjacent consonants and polysyllabic words.</p> <p>Increased focus on non fiction texts</p> <p>Continuing RWI books in school</p> <p>Increased independence in both reading and writing</p> <p>Consolidation of phonics ready for year 1</p>
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Mathematics	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	<b>Maths Makes Sense Block 1</b>  Counting and sorting  Measure and sorting  Counting and position  Counting  Writing numerals, counting and position	<b>Maths Makes Sense Block 2</b>  Calculating and counting (x 3 weeks)  Shape  Calculating	<b>Maths Makes Sense Block 3</b>  Shape Calculating and counting  Calculating and number  Writing numerals and shape  Calculating and counting	<b>Maths Makes Sense Block 4</b>  Writing numerals and number  Calculating and number  Measure and sorting  Calculating and measure  Calculating, shape and measure	<b>Maths Makes Sense Block 5</b>  Calculating and counting  Number and shape  Calculating and shape  Calculating and Measure  Calculating and position	<b>Maths Makes Sense Block 6</b>  Measure and counting  Calculating and measure  Number and writing numerals  Data and counting  Number, shape and position