

What do we do in the EYFS?

Starting Nursery and Reception is an important, exciting and sometimes scary time for our children. We do our utmost to ensure a quick and easy settling in period.

In Foundation Stage there are seven areas of learning and development. These are split into three prime areas and four specific areas.

The three **PRIME** areas are:

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

Central to our planning and in everything we do, these three prime areas of development are paramount and encompass our daily routines throughout. The three prime areas ignite children's curiosity and enthusiasm for learning and help to develop skills in the four specific areas of learning,

The four **SPECIFIC** areas are:

- Literacy
- Numeracy
- Understanding the World
- Expressive Arts and Design

We ensure fair coverage of the above specific areas throughout our topic based work.

The seven areas of learning form the curriculum for the Early Years, which we teach through interesting and exciting topics. The children's ideas and interests strongly influence the curriculum content of each topic. Our topics include:

- Frozen
- Me and my family
- Summer fun
- Mini-beasts
- Dinosaurs
- In the woods...

Foundation Stage Curriculum Overview

- Where shall we go next?
- Superheroes
- Mud
- Catching stars (space)
- Let's celebrate
- Animal Adventures
- Rumble in the jungle
- Fairies and pirates

Each half term is based around one of the above topics; however mini-topics develop within each half term based on **Children's interests**. Generally each week will be based around a weekly text, children love becoming absorbed in the book, acting out characters roles, replicating scenarios and becoming involved with story language, characters and settings, feeding and developing their imaginations.

We also embrace important celebrations throughout the year such as Harvest, Diwali, Remembrance Day, Christmas, Easter and St George's Day.

Children are wonderfully unique, so we plan challenging and supportive learning and play opportunities, while taking into account the different ways that children learn. At Beamish Primary School and Nursery, our children learn through:

- Play and exploration
- Being active
- Being creative and thinking critically

During your child's first few year with us, we will teach them to be curious about the world around them, to develop a love of learning and to be a kind and caring member of our School .

Based on our children's interests at present, we have designed our curriculum overview to ensure it will be sure to captivate our children, enthuse them, and ultimately cover all areas of the curriculum for the following year. Please take a look below at the overview (mini-topics may change or develop as the year progresses, based on our children's interests at the time).

Foundation Stage Curriculum Overview

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Dates from to:	2 Sept – 22 Oct	2 Nov – 18 th Dec	5 Jan – 12 Feb	22 Feb – 24 Mar	12 April – 27 May	6 June – 20 July
Number of weeks covered:	<u>8 weeks</u>	<u>7 weeks</u>	<u>6 weeks</u>	<u>5 weeks</u>	<u>7 weeks</u>	<u>6 weeks 3 days</u>
<u>Topics</u>	'ME and My Family, Tasty Treats & Harvest'	'Muddy Puddles, In the woods & Christmas Sparkle	Wonderful Winter Wonderland	Let's Celebrate	Animal Adventures (Traditional tales)	When I grow up I want to be...
<u>Books</u>	My Mum, My Dad by A Browne So Much by T Cook I love you little Monkey Biscuit Bear Enormous Turnip Oliver's Vegetables Stone Soup Sam's Sandwich	Room on the Broom Mud Puddle (Remembrance Day) We're going on a Bear Hunt Little Red Riding Hood The Gruffalo The Nativity Story	Stickman The Snowman A Little Bit of Winter The Penguin Who Wanted to Fly Guess How Much I Love You in Winter (Valentines) Mr Wolf's Pancakes (Pancake Day)	Chinese New Year They year of the monkey Monkey Puzzle - Mothering Sunday Blue Balloon - Birthdays The Easter Story	Old Macdonald had a farm The Three Little Pigs Down at the farm The Three Billy Goats Gruff Honey Biscuits The Ugly duckling Mr Gump's Motor Car	Use children's ideas of what they want to be to find out more about different occupations e.g. Footballer, hairdresser, florist, police, teacher, builder, dentist, shop keeper etc. Visit the library to find books relating to the topic.
<u>Special Events</u>	Harvest assembly at Pelton Community School	The Nativity	Valentines cinema morning	Visit to China Town in Newcastle to celebrate Chinese New Year Visit From Miss Tinkler with her baby, to carry out a pretend christening. Easter Egg competition	Farm Trip	Mini topic: Olympics Sports Day

Foundation Stage Curriculum Overview

<p>Curriculum Overview Coverage For Foundation Stage</p>	<ul style="list-style-type: none"> *Confident to talk to other children about home. *Shows interests in the lives of people who are familiar to them. *Remembers and talks about significant events in their own experience. *Recognises and describes special times or events for family and friends *Showing preference for a certain hand to hold mark making tools. *Begin to write simple words, write labels for family members *Developing an understanding of growth, decay and changes over time. 	<ul style="list-style-type: none"> *Has some favourite stories, rhymes, songs, poems or jingles. *Repeats words or phrases from familiar stories. *Sings a few familiar songs *Enjoys joining in with family customs and routines. *Can talk about some of the things they have observed. *Uses positional language *Manipulates materials to achieve a planned effect. *Shows an interest in shapes in the environment. *Selects a particular named shape. *Can name 2d/3d shape 	<ul style="list-style-type: none"> *Enjoys colours and how colours can be changed. *Describe the texture of things. *Comments and asks questions about aspects of their familiar world. *Talks about why things happen and how things work. Talks about similarities and differences and notices changes in the environment *Shows interest in creating different sounds with instruments. *Taps out simple repeated rhythms. *Taking photographs of signs of winter. *Recognising familiar words, 	<ul style="list-style-type: none"> *Enjoys joining in with dancing and ring games. *Sings a few familiar songs. *Enjoys joining in with family customs and routines. *Giving meaning to marks as they draw and paint. *Uses shapes appropriately for tasks. *Counts up to 3 or 4 objects by saying one number name for each item. *Recognises numerals of personal significance. *Shows understanding of good hygiene – e.g. washing hands before eating. *Manages own hygiene routines. 	<ul style="list-style-type: none"> *Joins in with repeated refrains and anticipates key events in stories and rhymes. *Describes main story settings, events and principal characters. *Beginning to be aware of how stories are structured. *Shows care and concern for living things in the environment. *Can talk about some of the things they have observed such as animals. *Knows that some information can be retrieved from the internet / computers. *Creating simple representations of animals. 	<ul style="list-style-type: none"> *Shows an interest in different occupations and ways of life. *Builds stories around toys. *Engages in imaginative role-play *Sings a few familiar songs. *Gives meaning to marks as they draw / paint. *knows information can be relayed in the form of print. *Shows interest in illustrations and print in books. *Recognises numerals 1-5. *Shows an interest in representing numbers. *Add and subtract two single digit numbers to solve problems.
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Foundation Stage Curriculum Overview

	<p>*Uses the language of size. *Ordering 3 objects by size. *Knows some of the things that make them unique. *Making relationships *Self-confidence and self-awareness *Being willing to try new foods *Recites some number names in sequence/to 10 *To count up to 10 objects and select correct numeral 1-10. To take turns and share toys, understanding what is theirs, other and what is shared.</p>	<p>*Give meaning to marks they make. *To hear sounds in words. To form some recognisable letters. *To continue a rhyming string. To begin to read simple words *Talk about story events and characters *Describe the texture of things *Manipulate materials with a planned effect *uses some number names and language spontaneously. *To recognise when something is added the amount changes.</p>	<p>e.g. their own name. Beginning to form letters correctly using anti clockwise movements. *helps with clothing, e.g. puts on hats. *Recites numbers in order to 10. *Count out amounts and adding them together. *shows an interest in shape and space by playing with shapes or making arrangements with objects. *To order amounts by weight and capacity. *To segment sounds in words to write simple words.</p>	<p>*Explore musical instruments and move rhythmically in response to Chinese music. *Explore Chinese traditions, different customs and ways of life. *Recognises numerals 1-5/20 *solving problems for sharing an amount. * *To segment sounds in words to write simple words. *To read words and simple sentences. *To write labels and captions To begin to manage some risks. *To begin to resolve conflicts independently.</p>	<p>*Using tools to effect change to materials. *Looking at and comparing patterns. *Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. *Introducing narrative into their play *Express themselves effectively and show awareness of the listener. *Uses some clear, identifiable letters to communicate meaning, representing sounds correctly and in sequence. *Developing understanding of changes over time. *Measuring time.</p>	<p>*Explore characteristics of shape. *Use technology for a purpose *Use a variety of materials to create design and texture *Represent own ideas and share with others, understanding others don't enjoy the same things. *Use phonic knowledge to read and write simple sentences. *Demonstrate listening attentively in a range of situations. *New beginnings – transition to reception/Year 1.</p>
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Foundation Stage Curriculum Overview

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