

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
- Muddy Puddles, In the woods & Christmas Sparkle
- Catching stars (space)
- Let's celebrate
- Animal Adventures
- Rumble in the jungle
- Fairies and pirates
- When I grow up I want to be a...
- Wonderful Winter Wonderland

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 .

Foundation Stage Curriculum Overview

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:	5 Sept – 21 Oct	31st Oct – 16 th Dec	3 Jan – 17 Feb	27 Feb – 7 April	24 April – 26 May	5 June – 21 July
Number of weeks covered:	<u>7 weeks</u>	<u>7 weeks</u>	<u>7 weeks</u>	<u>6 weeks</u>	<u>5 weeks</u>	<u>7 weeks</u>
<u>Topics</u>	'My Wonderful World & Harvest'	'Nursery Rhymes & Christmas'	'Busy Bears'	Let's Celebrate	Marvellous Mini-beasts	Superheroes
<u>Books</u>	My Mum, My Dad by A Browne So Much by T Cook I love you little Monkey Enormous Turnip Oliver's Vegetables Stone Soup Sam's Sandwich	5 little pumpkins Incy Wincy Spider Humpty Dumpty Twinkle Twinkle Baa Baa Black Sheep 5 Little Snowmen The Nativity Story	Teddy's Bear's picnic Goldilocks and the three bears Biscuit bear Brown Bear, Brown Bear What can you see? This is the Bear We're going on a bear hunt Can't you sleep little bear	Mr Wolf's Pancakes (Pancake Day 28th) Blue Balloon - Birthdays Weddings – king and king Monkey Puzzle - Mothering Sunday (26 th march) The Easter Story	The very hungry Caterpillar What the ladybird heard The very Greedy bee Ants and spiders Norman the slug	Superworm Supertato Charlie's Superhero underpants Super Daisy Police Fire fighters
<u>Special Events</u>	Harvest assembly at Pelton Community School Diwali – Oct 19th	Halloween Remembrance Day The Nativity	Chinese new year rooster (28 th jan)	Easter Egg competition	Visit from the Bee Keeper Buy Caterpillars	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. *Developing an understanding of growth and changes over time *Can talk about some of the things they have observed such as animals. *Knows that some information can be retrieved from the internet / computers. 	<ul style="list-style-type: none"> *Shows an interest in different occupations and ways of life. *Builds stories around toys. *suggests how stories might end. *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. *represents their own ideas through design and technology. *Recognises numerals 1-10/20. *Shows an interest in
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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. *To order amounts by weight and capacity.</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 segment sounds in words to write simple words. *Explore musical instruments and move rhythmically in response to Chinese music.</p>	<p>*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. *Talks about similarities and differences *To engage in imaginative role-play *Knows that some information can be retrieved from the internet / computers.</p>	<p>*Creating simple representations of mini-beats. *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</p>	<p>representing numbers. *Add and subtract two single digit numbers to solve problems. *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.</p>
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Foundation Stage Curriculum Overview

			<p>*Explore Chinese traditions, different customs and ways of life.</p> <p>*To introduce storyline or narrative into their play</p>		<p>Changes over time.</p> <p>*Measuring time.</p> <p>*Order numerals 1-20 saying 1 more 1 fewer</p> <p>*Makes observations of animals and plants</p> <p>*Talk about change</p> <p>*To use microscopes to look at mini-beats in more detail.</p>	<p>*New beginnings – transition to reception/Year 1.</p> <p>*To play co-operatively as part of a group to act out and develop role-play.</p> <p>To work together as part of the class and to follow rules and understand that some actions are unacceptable.</p>
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