



EYFS CURRICULUM

INTENT

Here at Fulmer Infant School we pride ourselves on an enriching and child centred approach to learning preparing them for their next learning journey in KS1.

IMPLEMENTATION

Within the Early Years Foundation Stage the children learn through play and child initiated learning. We cater for the different learning styles and support the children's holistic development alongside their academic. Our children are provided with diverse opportunities to become responsible, enthusiastic and independent learners who make links within their learning.

The Early Years Foundation Stage is split into two main areas:

- Prime
- Specific

Three Prime Areas –

Personal, Social and Emotional Development – Children are encouraged to 'have a go' and become confident people and learners. They learn to play together, sharing and caring for one another. This in turn will develop their social skills in group/class situations, talking to children and adults alike. Asking your child what they did at school will increase their confidence! Breaking this down into smaller questions such as, "What sound did you learn in Phonics?", "What did you have for lunch?" or "Who did you play with at play time?" will get a more detailed response.

Communication and Language – This fundamental strand is the key to showing their knowledge and questioning, especially in other strands. They can follow and respond to different ideas or instructions. Immersing your child in a rich language environment and listening to stories regularly is one of the best provisions you could give them!

Physical Development – This strand is about developing children's control and co-ordination in small (fine motor skills) and large movements (gross motor skills). They learn an awareness of exercise, being healthy and safety. Further development of these skills will be with the use of equipment, such as pencils, tweezers and bikes.

Four Specific Areas –

Literacy – Children learn their sounds and start to blend them to make words, making labels for the classroom, lists etc. We use a mixture of Letters and Sounds (incorporating reading and writing) and Jolly Phonics (incorporating songs and actions which help the children consolidate their phonics). You can Google these two schemes, along with the songs. The children understand that spoken words can be written onto paper. Questions can be answered on stories

that are heard and a continued keen interest is essential. It needs to be FUN and emergent writing (marks made gradually including letters and then words) will produce confident successful writers! Writing for a purpose is vital for children's creativity so we link it to role play.

Mathematics – Children learn to count reliably, recognise numbers and order them. Understanding the value of a number and the numbers that are larger and smaller than them are essential so many practical activities are undertaken to aid this understanding. Number rhymes are great for this so get singing! During the course of the year, they will begin to add and subtract numbers in different contexts, e.g. with money, frogs on a log etc. Shape, space and measure will be explicitly taught as well as continuously carried out in different topics, e.g. how much water do we need to give the plants? Using mathematical language in your home would be a great idea, for example spotting a circle sticker!

Expressive Arts and Design – This strand will show your child's flair, creativity and imagination the most! Whether it be role playing, singing, dancing, painting or building a fire engine out of junk... it is all crucial to extending language and details. You can help your child by playing a part in their drama or just doing something as simple as singing a song!

Understanding the World – This strand is the widest so is further split into three; People and Communities, The World and Technology. Children learn about different types of people, families, traditions and languages, while highlighting the similarities and differences. We say hello in different languages during the register so if you know any greetings, teach them to your child so we can hear them too! Teaching children to value their own culture, as well as respect the ideas and beliefs of others, is an essential part of our equal opportunities, especially as we live in a culturally rich society. Being outside is crucial to young children's development so we explore our environment, making observations of plants and animals. Computing is a powerful resource so simply pointing to different letters on a keyboard is developing their skills.

An activity may cover more than one/several points through the prime and specific areas. The children are assessed continuously throughout all the areas. The provision is tailored to each individual child and support and extension is provided accordingly.

We excel in creating strong parent partnerships, which are extremely vital for the Foundation Stage. Communication and liaison with parents is extremely valuable to gain an insight into the children's achievements, interests and hobbies. These can then be followed and discussed at school. This is done in a variety of ways such as:

- Tapestry - an online learning journey that parents can also upload to. The children love seeing themselves on 'the big screen' (SMART board) and confidently talk about the photo, video or the experience.
- Inviting parents into class to help with our learning in many different ways - linked to our topic, sharing their skills or to read a story to promote World Book Day. The children absolutely love this!
- Letters to parents explaining pre-writing and mark making, reading and phonics and writing.

- Presentations are given to parents about ways to support their child and questions from the parents give parents the opportunity to directly support their child's needs.
- Stay and play sessions where parents have the opportunity to come and interact with their child and friends in the setting. This is an invaluable experience for the children!
- Explanations of Numicon and the way it is being used to support the children's mathematical skills.
- Communication books which are checked daily. Parents often write about the children's achievement and their independence when getting dressed.
- A comprehensive outline (half termly) of what the children will be learning so parents can make links at home and other out of school contexts.
- Suggestions for parents of how to support the development of fine motor skills, gross motor skills and concentration at home. This is highlighted for individual children where necessary.

IMPACT

Our paramount importance at Fulmer Infant School is to create happy and confident children with solid learning foundations, which in turn will be creating their whole future.