

Strong beginnings

How we teach the firm foundation for your subject in the Great Oak CE Learning Federation EYFS.

A bite-size guide for subject leaders

The Early Years Foundation Stage 2021

Split into 7 areas of learning.

Prime areas are: Communication and Language, Physical Development and Personal, Social and Emotional development.

Specific areas are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Each area has a prescribed educational programme that we implement by involving the children in activities and providing experiences that facilitate learning. **Play is at the heart of all teaching in the EYFS.**

We teach the children not only the content but also how to learn. Those skills, called The Characteristics of Effective Learning, include: **playing and exploring, active learning and creating and thinking critically.**

By the end of the EYFS, the children are assessed against the Early Learning Goals (17 statements within the 7 areas) to ascertain whether or not they are ready to access KS1 curriculum.

Since last year, every school is encouraged to design their own unique curriculum to suit the children in their care. Our intent is to provide a plethora of early years experiences to the children so they enjoy learning, are curious and enthused. We aim to teach them all to read, get on with each other and build up stamina and resilience needed in the next stage of their school career.

Subject	Area of the EYFS	Key skills/knowledge	How we teach it	Early Learning Goal
PSHE	Personal, Social and Emotional development Communication and Language	<p>To start to understand others might feel different than I</p> <p>To use strategies/language to help me deal with social situations</p> <p>Show an understanding of my own feelings and those of others and begin to regulate my behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p>To be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>To explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs</p>	Continuous Provision Games that require taking turns/sharing Promoting independence Praising the effort not the product Collective worship Citizenship (Primary News)	Self- regulation Managing self Building relationships People, culture and communities
KS1 Readiness	<p>Relationships:</p> <ul style="list-style-type: none"> •Knows right from wrong and can explain why it is important to have boundaries and routines •Working and play co-operatively and taking turns with others •Recognise and show sensitivity to their own and others needs •Recognise similarities and differences between themselves and others <p>Health and Wellbeing:</p> <ul style="list-style-type: none"> •Managing their own personal hygiene and basic needs •Shows an understanding of their own feelings; and those of others 			

		<ul style="list-style-type: none"> •Being to regulate their behaviour •Shows an understanding of how to stay safe in a range of common situations. <p>Living in the Wider World:</p> <ul style="list-style-type: none"> •Shows care and concern for living things. •Name and describe people who might help us in the local community (police, fire service, doctors and teachers). 		
PE	Physical Development	<p>To manage body movements to complete a goal</p> <p>To hold pencil comfortably</p> <p>To use scissors safely and effectively</p> <p>To negotiates space and obstacles safely, with consideration for themselves and others.</p> <p>To demonstrate strength, balance and coordination when playing.</p> <p>To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>To hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>To use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>To begin to show accuracy and care when drawing</p> <p>To discusses the effect exercise/activity has on their body.</p> <p>To know some healthy choices we can make with regard to physical activity, food, sleep and hygiene (including oral hygiene)</p>	<p>Weekly PE session</p> <p>Continuous provision</p> <p>Cutting skills</p> <p>Creative area</p> <p>Dough disco</p> <p>Daily Handwriting practise names in the morning building up to spellings)</p> <p>Action songs and rhymes</p>	<p>Gross motor skills</p> <p>Fine motor skills</p>
KS1 Readiness		<ul style="list-style-type: none"> •To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. •To use their core muscle strength to achieve a good posture. •To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group 		

<p>Literacy: Speaking and listening Reading Writing</p>	<p>Communication and Language Literacy Physical development</p>	<p>To ask and answer questions To use phase 2 and 3 of letters and sounds to read and write words To write a message that the others can read To say why I like a story To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To anticipate - where appropriate - key events in stories. To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. To say a sound for each letter in the alphabet and at least 10 digraphs; To read words consistent with their phonic knowledge by sound-blending; To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. To write recognisable letters, most of which are correctly formed; To spell words by identifying sounds in them and representing the sounds with a letter or letters; To write simple phrases and sentences that can be read by others. To invent, adapt and recount narratives and stories with peers and their teacher</p>	<p>Continuous Provision Daily storytelling with some repeated text. phonics Dough disco Weekly Guided writing and reading Weekly adult led writing activities Daily individual reader (4 times a week) Consolidation phonics activities Daily letter formation activities</p>	<p>Listening, attention and understanding Speaking Comprehension Word reading Writing</p>
<p>KS1 Readiness</p>		<p>Reading</p> <ul style="list-style-type: none"> •Developing phonemic knowledge through Little Wandle and other phonic opportunities. •Developing a knowledge of stories including rhyme and identify the rhyming words within them. •Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories. •Developing their skills and abilities in retelling familiar stories. 		

	<ul style="list-style-type: none"> •Recognising that books have information that helps them to learn. Writing •Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way. •To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking. •Write independently to communicate their thoughts and ideas about their lived experiences. •Write words and sentences to help them to remember what they have done. •Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about. 			
Maths	Mathematics	<p>To understand numbers to ten, including number bonds to 5 To recognise patterns and shapes To compare quantities To have a deep understanding of number to 10, including the composition of each number. To Subitise (recognise quantities without counting) up to 5. To automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. To verbally count beyond 20, recognising the pattern of the counting system. To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. To explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> <p>To use everyday language to discuss length, size, height, weight,</p>	<p>Continuous Provision Daily mastering number Maths meetings Indoor and outdoor maths areas Daily maths activities in continuous provision Weekly adult led maths activity Water and sand play Action songs</p>	<p>Number Numerical patterns</p>

		<p>time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that.</p> <p>To understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved).</p> <p>To know some common 2D and 3D shapes.</p> <p>To create, copy and continue a simple pattern</p>		
KS1 Readiness		<p>Number:</p> <ul style="list-style-type: none"> •To count confidently •To show a deep understanding of numbers up to 10 •To match numerals with a group of objects to show how many there are (up to 10) •To be able to identify relationships and patterns between numbers up to 10 •To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways •To add and subtract one in practical activities <p>Measurement:</p> <ul style="list-style-type: none"> •To measure themselves and everyday objects using a mixture of non-standard and standard measurements •To develop spatial reasoning using measures •To begin to order and sequence events using everyday language related to time •To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars •To explore the use of different measuring tools in everyday experiences and play <p>Geometry:</p> <ul style="list-style-type: none"> •To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around them •To use spatial language, including following and giving directions, using relative terms •To develop spatial reasoning with shape and space •To compose and decompose shapes, and understanding which shapes can combine together to make another shape 		
History	<p>Understanding the world</p> <p>Literacy</p>	<p>To speak in past tense</p> <p>To understand places and people change over time</p> <p>To notice differences</p> <p>To Know some similarities and differences between things in the</p>	<p>Exploring traditional tales</p> <p>Story telling</p> <p>Toys</p>	<p>Past and present</p> <p>People, culture and communities</p>

	(comprehension) Communication and language	past and now, drawing on their experiences and what has been read in class. To understand the past through settings, characters and events encountered in books read in class and storytelling. To talk about the lives of the people around them and their roles in society	Experiences Photographs Video clips Families Treasure hunting	
KS1 Readiness		<ul style="list-style-type: none"> •Use words associated with the past including yesterday, last week, last year •Use past tense when speaking about things that happened in the past •Share their memories of significant events in their own lives. •Talk about things that have changed. •Begin to put these events in order •Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. •Talk about the order of events in a range of familiar stories. •Recognise language in stories that shows the story happened in the past. 		
Geography	Understanding the world Mathematics Communication and Language	<p>To read a simple map</p> <p>To understand landmarks on the map are permanent</p> <p>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>	Local area walks Library visit Church visit Wider area Continuous provision Maps Photographs	People, culture and communities The natural world
KS1 Readiness		<ul style="list-style-type: none"> •Know where they live •Know how they travel to school •Talk about some of the differences they notice when they are in different places 		

		<ul style="list-style-type: none"> •Talk about places when looking at books and watching tv/videos •Talking about places they have been to •Talk about places in stories •Using language that relates to place •Recognise elements of their environment that are manmade and natural •Make maps from stories •Follow simple maps in play 		
Science	Understanding the world Communication and language Mathematics	<p>To notice change/difference</p> <p>To experiment with textures and materials</p> <p>To explore nature</p> <p>To explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Continuous provision</p> <p>Walks</p> <p>Water and sand tray</p> <p>Gloop/cornflour/ice/deca experiments</p> <p>Mud kitchen</p> <p>Bird feeders</p>	<p>The natural world</p> <p>Creating with materials</p> <p>Self-regulation</p>
KS1 Readiness		<p>Working Scientifically:</p> <ul style="list-style-type: none"> •To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them •To compare objects in their environment and talk about similarities and differences •To ask questions about the world around them, and seek to find their own answers <p>Plants and Animals:</p> <ul style="list-style-type: none"> •To know what a plant is •To know what a flower is •To know where you see plants •To describe different plants and flowers •To know what an animal is 		

		<ul style="list-style-type: none"> •To recognise and name a variety of different animals •To know the names of different body parts of humans and animals they have experience of <p>Everyday materials:</p> <ul style="list-style-type: none"> •To recognise that different everyday objects are made from different materials •To describe how different objects look and feel <p>Seasonal Changes:</p> <ul style="list-style-type: none"> •To know about different types of weather •To observe changes in trees and plants as the seasons progress 		
DT	Expressive arts and design Physical development	<p>To talk about what we create</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To share their creations, explaining the process they have used.</p> <p>To make use of props and materials when role playing characters in narratives and stories.</p>	<p>Continuous provision</p> <p>Role play prop making</p> <p>Tool bench</p> <p>Rainmakers</p>	<p>Fine motor skills</p> <p>Creating with materials</p>
KS1 Readiness		<ul style="list-style-type: none"> •To describe something they want to make / build / construct and who it is for •To talk about what materials they are going to use when making / building / and discuss their construction highlighting what could be even better •To talk about everyday objects that they like and say why they are good 		
Art	Expressive arts and design Physical development	<p>To mix colours</p> <p>To use simple tools and materials</p> <p>To talk about what we create and how we might improve it.</p>	<p>Continuous provision</p> <p>Creative area</p> <p>Painting to music</p> <p>Role play</p>	<p>Fine motor skills</p> <p>Creating with materials</p>
KS1 Readiness		<ul style="list-style-type: none"> •Hold tools like pencils, paint brushes, scissors with increasing precision •Experiment with using different everyday and art materials to explore colour, texture and form •To explore their ideas and imagination by creating drawings, paintings and sculptures. •To explore creating designs and art work on a range of scales. 		

		<ul style="list-style-type: none"> •To explore a range techniques to draw, paint, print and sculpt to help them create art work. •Recognising and exploring the colour, patterns and shapes in other artist's work. •Expressing opinions and feelings in response to their own art work and other artist's work. •Sharing their work with other people, talking about what they have created it. 		
Music	Expressive arts and design	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Continuous provision</p> <p>Singing time (nursery rhymes)</p> <p>Maths meetings</p> <p>Action songs</p> <p>Singing in collective worships and performances</p>	Being imaginative and expressive
KS1 Readiness		<ul style="list-style-type: none"> •To join in with singing familiar songs and rhymes. •To make up songs and rhymes of their own. •To match the pitch of their voice to the pitch of the song they are singing. •To listen to live and recorded music, hearing lyrics, rhymes, instruments, changes in tempo, rhythm and dynamics •To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine. •To respond to music, including individual instruments with movement and dance •To match movements to the rhythm and pulse of a piece of music •To explore the range of sounds made by different instruments. •To use a range of percussive instruments to enhance songs and rhymes. •To know the names of instruments that they have explored and used. 		
RE	Personal, Social and Emotional development Communication and language	<p>To appreciate religions/cultures in the local area and around the world</p> <p>To celebrate difference</p> <p>To tell the nativity story</p>	<p>RE programme</p> <p>Christmas performance</p> <p>Church visits</p> <p>Whole school weeks</p>	<p>People, culture and communities</p> <p>Building relationships</p>

	Understanding of World		Daily collective worship Worship area	
KS1 Readiness		<ul style="list-style-type: none"> •To know that different people have different faiths and all faiths can and do live well alongside each other •To know that some stories come from different holy books, and to express ideas in response to those stories •To know that different people have different times of celebration •To understand that different people have different ways of celebrating major events •To enjoy joining in with family customs and routines •To be able to express some of their own families' customs and traditions •To know that different people have a range of different ways of showing their beliefs, including prayers and worship •To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions 		
Computing		To understand technology needs to be programmed	Continuous provision Everyday use of technology Robot mice Headphones	
KS1 Readiness		<ul style="list-style-type: none"> •Awareness of different technologies in and out of school •Awareness of the cause and effect of technology •Awareness of digital storage of information- photography, digital writing and research information •Awareness of input and outputs of devices •Can use technology to express creatively and constructively 		