

EYFS AT SEC



AREAS OF LEARNING AND DEVELOPMENT (STATUTORY) 7 AREAS

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

7 Areas : Personal, Social Emotional development, Physical development, Maths, Understanding the world, Expressive arts and Design.

EARLY LEARNING GOALS (STATUTORY) 17 AREAS

Personal, Social and Emotional Development

ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - 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.

ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

DEVELOPMENT MATTERS (NON- STATUTORY)



Children in reception will be learning to:

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

Examples of how to support this:

Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.

Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.

Show images of familiar situations in the past, such as homes, schools, and transport.

Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.

Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.

Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.

Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.

Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.

In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.

OUR ETHOS

Intent:

When children enter St Edmund Campion Foundation classes, our intention is to encourage children to be happy, playful and excited children who love to learn. We intend to provide a curriculum that is focused on developing the whole child and that is engaging, stimulating and sparks learning opportunities in many directions. We will provide challenge, memorable experiences in all areas of learning and a focus on learning being delivered through meaningful contexts inside and outside. Children will be enabled to develop resilience and independence alongside a sense of pride in their achievements and successes. Based on the EYFS statutory framework and development matters our curriculum is designed to acknowledge prior learning and children's interests and to give them the skills and knowledge to progress as they venture through the school and life. We intend all children to make excellent progress from their starting points, especially those children who are considered to be at a disadvantage.

OUR ETHOS

Implementation:

At St Edmund Campion we recognise that transition to school plays an important role in how children begin their school experience and we aim to make this as positive experience as possible. Once in school we understand that play provides an important role in learning. Therefore we provide a balance of adult guided and child initiated learning time in a well-resourced environment, with quality adult interactions inside and outside. Children are supported to learn to work together, manage their feelings and follow our routines and boundaries to enable all children to feel secure and safe. We create a 'language rich' environment through the use of key quality texts, songs and modelling. Children are given opportunities to develop a love of books and systematic phonics teaching ensures all children develop strong early reading skills. We value providing time for quality interactions between adults and child and between peers and strive to develop a wide range of vocabulary and to develop children's confidence in speaking. Children develop their mathematical thinking through direct teaching, maths challenges and exploration within the environment. Our environment enables our children to strengthen their core muscles, which is vital for their physical development and there are many opportunities for children to develop new skills including weekly PE sessions, Forest schools and health week. We provide opportunities to spark a child's natural curiosity about the world, our big book approach encourages children to ask questions and explores children's ideas and interests. We believe in providing 'real life' experiences to develop children's excitement and learning. Throughout the provision and learning sessions there are opportunities for children to make believe, imagine and use their creativity. Parental support is vital and we aim to develop positive relationships with parents through the use of parent meetings, our online platform, seesaw and by giving them opportunities to contribute to their children's learning experiences.

OUR CURRICULUM PROGRESSION

We have split our curriculum goals into 8 areas which are based on development matters. They are specific to us, ambitious and aim by the end of the year to prepare the children for year one and beyond.

St Edmund Campion Foundation Stage Curriculum Goals



	EYFS Curriculum goals	Step 1 (Baseline)	Step 2 (Autumn)	Step 3 (Spring)	Final step (Summer)	Links to ELG
Move	<p>To be able to negotiate space and move with good control and coordination.</p> <p>To be confident using a range of equipment and show good control.</p>	<p>I can go upstairs or apparatus using alternate feet.</p> <p>I can use large muscle movements to wave flags, streamers, paint and make marks.</p> <p>I can stand on one leg for short periods.</p> <p>I can catch a large ball.</p> <p>I can climb the timber trail steps and walk across the bridge.</p> <p>I can use a pincer grasp.</p> <p>I can use one handed tools and equipment. E.g. use scissors to make snips in paper.</p> <p>I am able to eat independently and am learning how to use a knife and fork.</p> <p>I can put my coat on.</p>	<p>I am beginning to hold my pencil in a tripod grip.</p> <p>I can show a preference for a dominant hand.</p> <p>I can skip and hop confidently.</p> <p>I am becoming confident pedalling on the trikes.</p> <p>I can ride on the scooters.</p> <p>I am becoming more confident on the timber trail and am willing to attempt parts I find difficult.</p> <p>I can run skilfully and negotiate space successfully, adjusting speed or changing direction to avoid obstacles.</p> <p>I am able to make decisions about my movements and match them to the tasks and activities I am given. E.g. how to move across a range of outdoor construction resources.</p> <p>I can fasten my zip</p> <p>I am able to remember sequences and patterns of movements that are related to dance and rhythm.</p> <p>I can collaborate with others to move large equipment safely and recognise how to use large equipment safely.</p>	<p>I can use a tripod grip.</p> <p>I am able to show good control and coordination and revise and refine my movements when rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>I am confident jumping off a stack of crates.</p> <p>I am confident balancing on a balance board.</p> <p>I am able to use my core muscles to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>I am beginning to be able to use scissors safely and confidently.</p> <p>I am confident with most parts of the timber trail.</p> <p>I am beginning to use the two wheeled bikes.</p> <p>I can move fluently and show developing control and grace.</p> <p>I am confident using a wide range of indoor and outdoor equipment</p>	<p>I am able to combine different movements with ease and fluency.</p> <p>I am confident holding my pencil in a tripod grip.</p> <p>I am confident throwing and catching a ball with a partner.</p> <p>I am developing my ball skills when throwing, kicking, catching, passing, batting and aiming.</p> <p>I can form most of my letters correctly.</p> <p>I can follow instructions to copy a picture.</p> <p>I am able to use scissors safely and confidently.</p> <p>I can travel with confidence and skill over, around, under and through balancing equipment.</p> <p>I am developing the foundations of a handwriting style which is fast accurate and efficient.</p>	<p>P:GM -Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>P:FM Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>

OUR CURRICULUM PROGRESSION

St Edmund Campion Foundation Stage Curriculum Goals



EYFS Curriculum goals	Step 1 (Baseline)	Step 2 (Autumn)	Step 3 (Spring)	Final step (Summer)	Links to ELG
Count	<p>To be confident using numbers to 10 and recognise how numbers are constructed.</p> <p>I can count 1 to 1 up to 5 or 10 objects</p> <p>I can verbally count to 10 or 20</p> <p>I know that the last number counted tells you how many there are (cardinality)</p> <p>I can show finger numbers up to 5</p> <p>I can match numerals to groups of objects up to 5 or 10</p> <p>I can compare quantities using more than or fewer than</p> <p>I can talk about 2D and 3D shape using informal and mathematical language</p> <p>I can understand position using words not gestures.</p> <p>I can make comparisons between objects relating to size and length. .</p>	<p>I can sort and match objects using given or created criteria.</p> <p>I can compare amounts up to 5 which are larger and smaller.</p> <p>I can begin to use a 10 frame to represent numbers.</p> <p>I can create ABABA repeating patterns.</p> <p>I can notice and correct an error in a repeating pattern.</p> <p>I can begin to subitise up to 5 objects</p> <p>I can solve real world mathematical problems</p> <p>I can discuss routes and locations using positional language.</p> <p>I can make comparisons between objects related to length and capacity.</p> <p>I can explain how 1, 2 and 3, 4 and 5 can be composed of different quantities.</p> <p>I can recognise 2D shapes (square, rectangle, triangle and circle) and talk about their properties.</p> <p>I can measure time in simple ways</p>	<p>I can confidently subitise up to 5 objects</p> <p>I can recognise 0.</p> <p>I can recognise how 6, 7, 8 and 9 can be composed of different quantities.</p> <p>I can compare objects by weight.</p> <p>I can confidently use a 10 frame to represent a number.</p> <p>I can confidently show the composition of numbers using part part whole.</p> <p>I can write addition number sentences.</p> <p>I can write takeaway number sentences.</p> <p>I can compare length and height.</p> <p>I can recognise some time vocabulary.</p> <p>I can recognise number bonds to 10.</p> <p>I can name some 3D shapes (cylinder, sphere, pyramid, cube and cuboid) and describe them using mathematical language.</p>	<p>I can begin to recognise the composition of numbers beyond 10.</p> <p>I can begin to recognise counting patterns beyond 10.</p> <p>I can build more complex arrangements of shape.</p> <p>I can double numbers.</p> <p>I can share numbers and recognise that some numbers cannot be shared fairly.</p> <p>I can recognise odd and even numbers.</p> <p>I can use positional language to describe models and structures.</p> <p>I can order and write my numbers to 20.</p> <p>I can count to 20 and higher.</p> <p>I am confident comparing quantities.</p> <p>I can represent patterns in numbers up to 10.</p>	<p>M:N -Have a deep understanding of number to 10, including the composition of each number. -Subitise (recognise quantities without counting) up to 5. -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.</p> <p>M:NP -Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>

OVERVIEW OF THE YEAR

There is an overview for the full year. This covers all 7 areas and is based upon our curriculum goals. This then leads onto the medium term planning which then in turn leads onto weekly planning.



ST. EDMUND CAMPION CATHOLIC PRIMARY ACADEMY

Year Overview 2021-2022

Teachers: Miss Mackay and Mrs Edwards/ Mrs HT

Foundation

Term	Autumn			Spring			Summer		
Overarching theme	Julia Donaldson		Julia Donaldson	Dinosaurs		People who help us	Crowns and countries		Crowns and countries
RE	Myself	Welcome / Baptism	Judaism Birthdays	Celebrating	Gathering	Growing	Good news Islam	Friends	Our World
COMMUNICATION AND LANGUAGE	Talking about ourselves and our families, likes and dislikes. Retelling stories Asking questions Talk about habitats, use specific vocabulary, make observations. Descriptive language about a picture. Give instructions and directions. Discuss the environment. Roleplay.		Talking about ourselves and our families (routines and special occasions) Retelling stories Asking questions Christmas celebration Recognising own and others emotions and how to respond to them. Judaism vocabulary. Using talk to organise play. Roleplay .	Talking about celebrations Descriptions and describing words Retelling stories Acting out Church Roleplay .	Talking about celebrations Descriptions and describing words Retelling stories Acting out Church Talking about ourselves and our bodies Talking about different jobs/ work Roleplay .	Retelling stories Acting out Stories Talking about friends Talking about good news Roleplay . Castle Comparing people and times.	Retelling stories Descriptions of settings Talking about how we can be a good friend. Comparing different faiths Talk about how things were different in the past. Explorer Different environments		
PSED	Getting to know each other Class rules Exploring the unit and school	Getting to know each other Class rules Exploring the unit and school	Getting to know each other Class rules Exploring the unit and school	Working as a team Building friendships	Working as a team Building friendships Developing resilience skills Building confidence	Working as a team Building friendships	Transition Moving on and change Working as a team Building friendships		

MEDIUM TERM PLANNING

Medium term planning gives an overview of what we are planning to do each week. We revisit our curriculum goals each time we plan to see how our ongoing assessment of the children might change what we have planned to do.



ST. EDMUND CAMPION CATHOLIC PRIMARY ACADEMY

HALF TERM FORECAST: Spring 2nd half


TEACHERS: Miss Mackay and Mrs Hyland Taylor / Mrs Edwards

Foundation

	21st Feb	28th Feb	7 th March	14 th March	21 st March	28 th March
BOOK OF THE WEEK	Police	World book day week	Doctors	Dentist	Firefighters	Easter story
RE/PSED	The joy of gathering to listen to God's word	Response	Spring is a time when things begin to grow	Lent is a time to grow like Jesus	Good Friday and getting ready to celebrate Easter	Response
PHYSICAL DEVELOPMENT	Balancing (outdoor equipment) Small outdoor equipment Large equipment on the playground Dance / Yoga	Timber trail Small outdoor equipment Large equipment on the playground Dance/Yoga	Two wheeled bikes Small outdoor equipment Large equipment on the playground Dance/Yoga	Hockey sticks Small outdoor equipment Large equipment on the playground Dance/Yoga	Positional language and movement Small outdoor equipment Large equipment on the playground Dance/Yoga	Positional language and movement Small outdoor equipment Large equipment on the playground Dance/Yoga
COMMUNICATION AND LANGUAGE	Talking about right / wrong Debate things they like	Retelling stories Talking about favourite books. Book a day – traditional tales	Talking about signs of Spring Talking about ducks hatch	Why and how we look after our teeth.	Role of firefighters	Retelling Easter story
KNOWLEDGE AND UNDERSTANDING	Talk about police role in society. Talk about rules and democracy.	Lent/ Ash Wednesday – Mardi Gras	Healthy Eating Growing seeds (predictions)	Talking about local area – looking at features Healthy teeth	Sorting materials Magnetism	

WEEKLY PLANNING

Weekly planning is based upon our ongoing assessment of the children, our medium term plans and our curriculum goals. Planning is flexible and often involves an element of in the moment planning to ensure we are meeting the children's needs.

Objective	Links to EYFS	Focus Activity	Key Vocab
 St Edmund Campion - Foundation Stage Weekly Planning Hand in hand with Jesus Christ, we live, love and learn together Topic: Crown and Countries / Good News			
		High five challenges / observations	Phonics Handwriting:
1 (L)		Sentence writing to describe a picture	Group 1. Recap Phase 3 focus on <u>ch,sh,th,ng</u>
2 (M)		Doubles and halving matching amounts - Outside	Group 2: Phase 4 Focus on blending and segmenting.
3 (UTW)		Sorting objects / photos belonging to Queen Elizabeth II or Queen Elizabeth I	5 Minute Maths
4 (PD)			Doubles / halves / Sharing
5 (EAD)		Bunting and flags for Queen's Jubilee Large queen artwork	Recap: numbers to 20
Rhyme and sign: Practising you are my all in all/ Signed Hail Mary			
Focused / Group Time Activities:			
Monday	UTW CL PSED PD EAD	RE- Complete end of topic sheet. What we know about Pentecost, draw pictures of Pentecost and talk about our learning from the topic. Revisit key events and scripture. Remind children <u>wboud</u> what they have done. Answer big question from Friends topic AM- Large outdoor art- picture of the queen JC- Printed bunting	Pentecost, flames, wind, Jesus, Holy Spirit, promise, languages, share, good news, scared, excited, happy, frightened, disciples

OUR ETHOS

Impact:

By the end of Foundation stage , our children will be equipped with the knowledge and skills that will prepare them for their next stage of learning and for developing them as lifelong learners. They will show good learning behaviours, and will know how to build positive relationships with their peers and adults; they will be curious, resilient learners with a strong sense of self. Children will feel safe and happy within school and know that they are part of a community. Their language and communication skills will be well developed and they will be well on the way to becoming confident and capable readers and show a developing love of reading. They will be able to draw upon and build on all the knowledge and skills they have developed to guide them as they continue on at St Edmund Campion and enable them to live life in all its fullness.