

Early Years Foundation Stage at Ashton Keynes Primary School

- In EYFS we lay the foundations for a love of learning.
- We develop confidence and independence.
- We instil resilience and encourage risk taking.

PARENT PARTNERSHIPS—We strive to build positive, informative relationships with parents.

SHINE BRIGHT AND REACH FOR THE STARS

ASSESSMENT - Informative, identifying next steps for learning, ILD, pupil progress and Characteristics of Learning.

Our Curriculum is

- PLAY based using the 2020 Early Learning Goals as a support.
- Topic led, based upon the children's interests and needs. Our continuous provision is linked to our topics.
- Phonics, Letters and Sounds, Jolly Phonics, Talk for Writing, White Rose Maths, Maths Mastery, Numberblocks, Global Advocacy, Charanga Music, Forest School, Hand Gym, Dough Disco, Wonder Wands, Massage in Schools programme.
- A mixture of child led activities balanced with adult, guided tasks with groups or individuals.
- Rich and varied where children are offered a wealth of experiences: chicks hatching, authors visiting, storytellers, cooking diverse foods, learning about different festivals with hands on activities, farm visits, pantomime theatre trips, aware of our world week, science week, sports week, life caravan, visiting sports role models, local village walks, visiting musicians.

- Children in EYFS are encouraged to select their own challenge and star task.
- Creativity - in EYFS we sing, dance, perform, draw, mould, paint, stick, build, connect, splash, pretend, imagine, laugh and learn.
- Perseverance—we encourage problem solving and learn from our mistakes.
- Friendship and Trust—PSE is a prime area and fundamental to our curriculum. We learn how to build friendships, consider others and self regulate. We aim to build warm, supportive relationships.

Skills for Life

Enjoyment of Learning

- We provide a play based curriculum in an enabling indoor and outdoor environment.
- During the EYFS year children will be offered a wealth of enriching experiences.

EYFS

Pupil Leadership

- Each child will have a buddy in Year 6. A super opportunity to build positive bonds and relationships and learn from role models.
- Children are encouraged to learn from and be guided by each other.

Star Challenge

Core Values

<p>EYFS Early adopter curriculum overview 2020/21</p>	<p>Autumn 1 7 weeks</p>	<p>Autumn 2 7 weeks</p>	<p>Spring 1 6 weeks</p>	<p>Spring 2 6 weeks</p>	<p>Summer 1 6 weeks</p>	<p>Summer 2 7 weeks</p>
<p>Themes</p>	<p>Marvellous me Autumn treasures</p>	<p>Let's Explore (Contrast global environments) Christmas</p>	<p>tbc</p>	<p>Traditional tales Easter/New life</p>	<p>Spring surprises (Minibeasts, plant and animal life cycles)</p>	<p>tbc</p>
<p>EYFS Prime Areas</p>						
<p>Communication and language</p>	<p>Throughout the year children will be learning</p> <ul style="list-style-type: none"> • the importance of listening carefully, • new vocabulary related to each theme <ul style="list-style-type: none"> • to ask questions • to take part in discussions • to use well-formed words and sentences to articulate ideas • to describe events in detail using connectives to link ideas and use correct tenses <ul style="list-style-type: none"> • to talk about a problem and their ideas to solve it • to use common social phrases • to fully engage with both fiction and non-fiction texts during story times/quiet reading times <ul style="list-style-type: none"> • to listen to and learn rhymes, songs and poems • to take part in sustained conversations with peers and adults 					

<p><i>Personal, social and emotional development</i></p>	<p><i>Throughout the year children will be learning</i></p> <ul style="list-style-type: none"> • <i>to see themselves as a valuable individual and have a sense of self</i> • <i>to recognise that others have different perspectives – begin to empathise</i> • <i>to build and maintain constructive and respectful relationships with their peers, EYFS staffs, their Year 6 buddies, MDSAs, other teaching staff and everyone they encounter who belongs to the AK family</i> <ul style="list-style-type: none"> • <i>to verbally explain and express their feelings and consider the feelings of others</i> <ul style="list-style-type: none"> • <i>to show resilience and perseverance when facing challenge</i> • <i>to develop strategies for recognising and moderating own feelings and related behaviours</i> • <i>to develop a sense of what is right and wrong and regulate their behaviour accordingly</i> • <i>to manage their own needs including personal hygiene, the importance of sleep and exercise and making healthy food and drink choices</i> 		
<p><i>Physical development</i></p>	<p><i>During these 2 terms the focus will be on</i></p> <p><i>Strengthening fingers, wrists, arms and shoulders through dough disco/finger gym/wand wiggle</i></p> <p><i>Using scissors and other small tools successfully</i></p> <p><i>Refining and practising fundamental movement skills –</i></p> <p><i>rolling, crawling, walking, jumping, hopping, skipping running, balancing,</i></p>	<p><i>During these 2 terms the focus will be on</i></p> <p><i>Developing control using tools and materials •</i></p> <p><i>Practising using correct pencil hold and grip •</i></p> <p><i>Beginning to write using correct letter formation for letter groups</i></p> <p><i>Confidently using a range of small and large apparatus inside and outside.</i></p> <p><i>Develop body strength, balance, coordination and agility</i></p>	<p><i>During these 2 terms the focus will be on</i></p> <p><i>Developing ball skills</i></p> <p><i>Independently using tools, materials, writing equipment correctly and with control</i></p> <p><i>Demonstrating control & coordination in gross and fine motor movements</i></p> <p><i>Developing the foundations of a fluent handwriting style</i></p>

EYFS Specific Areas

Literacy

Reading

Throughout the year we will have a whole class story time at least once a day. Texts to include a wide variety of traditional, classic and contemporary fiction, non - fiction and poetry. Choice of text will often be linked to theme.

Adult reading will model engagement with the text by questioning, inferring, and empathising.

Throughout the year we will have a reading area in classroom with a wide variety of texts. The selection of books will be refreshed regularly.

Books will be provided that relate to the term's theme and according to children's interests.

	<p>Reading</p> <p>Introduce children's 'quiet reading' time each day after lunch. Encourage and model correct book handling, looking at pictures, spotting sounds that have been learnt.</p> <p>Recognise own name</p> <p>Phonics L&S Phase 1/2 Use Jolly Phonics actions and songs for multi-sensory approach when first learning sounds</p>	<p>Reading</p> <p>Establish routine of taking books home which are matched to the child's developing phonic knowledge to practise reading.</p> <p>Practise reading with an adult in school.</p> <p>In 'quiet reading' time children will begin to engage more with the text by spotting sounds and words that they recognise. They will recognise and repeat phrase/events from familiar books.</p> <p>Recognise signs/labels in classroom.</p> <p>Phonics L&S Phase 2</p>	<p>Reading</p> <p>Regular practise reading CVC words, captions and simple sentences</p> <p>Phonics L&S Phase 2/3</p>	<p>Reading</p> <p>Regular practise reading sentences independently using phonic knowledge & sight words</p> <p>Phonics L&S Phase 3 Revisit phase 2 for those who need more support.</p>	<p>Reading</p> <p>Reading simple texts independently using phonic knowledge & sight words • Reading for a purpose eg non-fiction books to find out information & answer questions •</p> <p>Phonics L&S Phase 3/4 Revisit phase 2/3 for those who need more support.</p>	<p>Reading</p> <p>Incorporating expression & fluency when reading independently, answering questions based on what they have read</p> <p>Phonics L&S Phase 3/4 Revisit phase 2/3 for those who need more support. Phase 5 for those ready</p>
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	<p>Name writing Recognising own name and copying own name</p> <p>Writing Mark making & ascribing meaning to marks</p> <p>Learning and practising correct letter formation as each sound is learnt. Using IWB, variety of mark making tools and media.</p> <p>Intro 'wand wiggle' movements linked to letter formation esp starting at the top and going anti clockwise. Use both hands.</p>	<p>Name writing Write first name independently</p> <p>Writing Form lower case and capital letters correctly</p> <p>Writing words and captions</p>	<p>Name writing Write first name independently using correct formation</p> <p>Writing Introduce whole class write</p> <p>Begin to write simple sentences</p> <p>Introduce handwriting practise using Penpals</p>	<p>Name writing Write first name and surname independently</p> <p>Writing Introduce 'Talk for Writing'</p> <p>Writing captions and sentences using full stops and capital letters</p>	<p>Writing Writing simple and extended sentences independently using phonic & sight word knowledge.</p> <p>Re reading sentences to ensure sense.</p>	<p>Writing Writing simple and extended sentences independently using phonic & sight word knowledge</p> <p>Consistent use of simple punctuation.</p> <p>Using connectives to join sentences</p>
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Maths –

We will use the White Rose hub scheme of learning to form the basis of our teaching. We will supplement this as and when our children show a need for further exploration of a particular concept.

Number

Throughout the year the children will be learning to

- count objects actions and sounds
- subitise
- link a numeral with its cardinal value
- count beyond 10
- compare numbers including the one more than/one less relationships between consecutive numbers
- explore the composition of numbers to 10
- recall number bonds for numbers 0 – 10

Measure, shape
and spatial
thinking

Throughout the year the children will be learning to

- develop spatial reasoning skills by selecting, rotating and manipulating
- recognise a shape can have other shapes within it
- continue, copy and create repeating patterns
- compare length, weight and capacity

<p>White Rose themes</p>	<p>Just like me!</p> <p><i>Comparing amounts</i> <i>Match and sort</i></p> <p><i>Compare size, mass and capacity</i> <i>Exploring pattern</i></p>	<p>It's me 1,2,3</p> <p><i>Representing 1, 2, and 3</i> <i>Comparing 1, 2. and 3</i> <i>Composition of 1, 2 and 3</i></p> <p><i>Circles and triangles</i> <i>Positional language</i></p> <p><i>Light and dark</i></p> <p><i>Representing numbers to 5</i> <i>1 more and 1 less</i></p> <p><i>Shapes with 4 sides</i> <i>Time</i></p>	<p>Alive in 5</p> <p>Growing 6,7 and 8</p>	<p>Building 9 and 10</p> <p>Consolidation</p>	<p>On the move</p> <p>Superhero to 20 and beyond</p>	<p>First, then , now</p> <p>Find my pattern</p>
<p>Understanding the world</p>	<p>Throughout the year children will be</p> <ul style="list-style-type: none"> • talking about members of their family and community • naming and describing people who are familiar to them • comparing and contrasting characters from stories and figures from the past • using maps and becoming familiar with important places in their local area and community <ul style="list-style-type: none"> • finding out about celebrating special times in different ways • exploring the similarities and differences between life in this country and in others. <ul style="list-style-type: none"> • Exploring the natural world around them with all their senses <ul style="list-style-type: none"> • Understanding the effect of changing seasons 					

	<p>Each term we will have a walk in the village with a particular focus</p> <p>Term 1- to collect conkers, leaves and other autumn treasures near the church.</p> <p>Term 3 – to follow a map to the village park; walking along the River Thames and pointing out Ellison’s and the village hall on the way.</p> <p>Term 5 – spotting signs of spring, comparing old photos of places in village, comparing River with previous walks,</p> <p>Every 6 weeks we will have a Forest School session with Mr Jackson.</p>					
<p>Expressive arts and design</p>	<p>Throughout the year children will be given opportunities to</p> <ul style="list-style-type: none"> • explore, use and refine a variety of artistic effects to express ideas and feelings <ul style="list-style-type: none"> • refine ideas and develop their ability to represent them • share ideas, resources and skills to create in collaboration with others • engage in music by listening to it, moving to it and talking about their responses to it <ul style="list-style-type: none"> • sing, matching pitch and melody • explore and engage in music making and dance • develop storylines in their pretend play <p>Self-portraits will be drawn every term with each one showing improvement in the level of detail</p> <p>Art specialist will provide tailored lessons in Summer term</p> <p>Charanga music is used throughout the year</p>					
<p>Wellbeing</p>	<p>Termly Zumba and yoga sessions</p> <p>Massage</p>					
<p>Festivals/special events</p>	<p>Harvest Life bus</p>	<p>Diwali Bonfire night</p>	<p>Mothers day Science week</p>	<p>Easter</p>	<p>Aware of our world week</p>	<p>Father’s day Sports week</p>

	Village walk 1	Remembrance day Panto trip Visit from Santa Christmas Nativity performance	Chinese New Year Village walk 2	Chicks in residence	Caterpillars in residence Village walk 3	Visit from Storyteller Visit from theatre group Class trip tbc
RE	What makes people special? Christianity and Judaism	Incarnation Why do Christians perform nativity plays at Christmas?	How do people celebrate? Religions: Hinduism	Salvation Why do Christians put a cross in an Easter garden?	What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Creation Why is the word 'God' so important to Christians?