

Early Years Foundation Stage

Curriculum Booklet: 2022-23



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Introduction

The Foundation Stage of Learning

The Early Years Foundation Stage extends from 0-5 years. Entry into our Foundation Stage1 is in September after the child turns 3 (before 31st August of the academic year) and ends at the end of Foundation Stage 2. The Foundation Stage is important in its own right, and also in preparing children for later schooling. It is the Early Learning Goals that set out what is expected of most children by the end of the Foundation Stage2.

The early-years education we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- Physical development;
- Creative development.

A coherent 'hands-on' education programme, appropriate to children's stage of development is provided at The Winchester School. This takes the form of a two-year curriculum plan that identifies the attitudes, skills, knowledge and understanding that children need to achieve the Early Learning Goals by the end of the FS.

Early Learning Goals



Children learn as they make meaning of their experiences – for them, learning is not divided into subject areas. From birth, babies and young children are immediately motivated to communicate, investigate the world around them and learn through their senses. Learning is most often a social experience in which they make their meaning through language. This happens most effectively in an environment where



develop at their own pace and be given plenty of opportunity to play and explore.

Young Children learn by:

- Playing and having fun;
- First hand experiences, trying things out for themselves;
- Being given an interesting, stimulating and safe environment in which to investigate;
- Interacting with others;
- Having their interests taken seriously;
- Being physically active.

The **Foundation Stage Expectations**

FS1 Focus

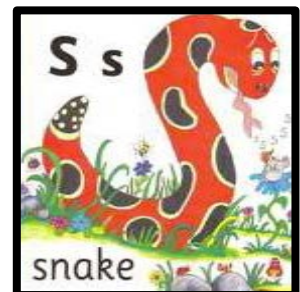
We want the curriculum to enable all young people to become:

- Successful learners who enjoy learning, make progress and achieve.
- Confident learners who are able to live safe, healthy and fulfilling lives.
- Respectful individuals who show kindness and care for their surroundings.

In FS1 we lay emphasis on Speaking and Listening, socialization and respecting routines. In Term 1, A lot of our work incorporates talking and discussing with the children about their learning, incorporated through a **play-based Curriculum in our daily environment**. We start to learn about the children's individual learning styles and strive to engage and develop the child's own interests.

In Term 2, we introduce letter sounds following [Jolly Phonics](#).

Group reading sessions are a part of our daily routine.



Through **play** our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They



creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations

The importance of play in the Early Years is shown below:

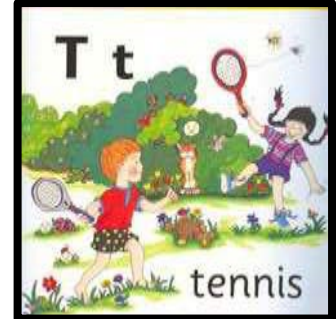
The Role of Play



FS2 Focus

During Foundation Stage 2, we incorporate two programmes to enrich the quality of the curriculum.

Abacus Evolve - This is an interactive Teaching resource that incorporates a wide variety of activities for each week, utilizing a fantastic mixture of media: colourful artwork, animations, photos, video and audio. This helps to develop the early Numeracy and Literacy skills by focusing on a story for a week.



Jolly Phonics – This is a programme to teach letter sounds, reading and writing ‘in general’. This is a multisensory method with a lot of activities and strategies to develop early Literacy skills. In Foundation stage 2 we introduce three letters and their sounds each week. Once the students have been introduced to the first group of sounds, they are encouraged to blend sounds together to form words and develop reading.

FS2 Reading Programme

Developing reading is an important tool for learning in the Foundation Stage 2 curriculum.

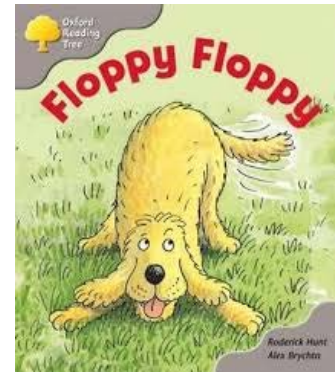
We teach reading by developing the vocabulary and by introducing the sounds using the Jolly Phonics scheme as mentioned above. As children grow older they begin to understand more about the sounds of the English language and can join in with rhymes, songs and stories. Over time this will help children develop an understanding that words are made up of different sounds. Soon they will be able to hear these different sounds in words.



Gradually they will learn to match sounds to letters. They use this knowledge when they are reading and writing.

A child will benefit greatly from a love of reading for pleasure. This can come from being read to. Once a child has begun to learn the letter sounds they will be able to pick them out in Words. They should then move on to working out whole words through blending.

As a result, it is easier if reading begins with storybooks that use simple words. Once there is fluency in reading, the most important skills for a child will be comprehension and the understanding of more words. This can be developed by asking a child questions about a story they have just read.



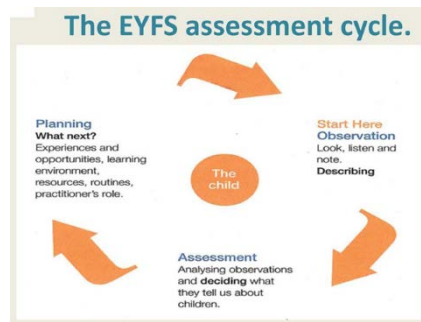
We further develop reading with 'The Oxford Reading Tree'.

Your child will read 'The Oxford Reading Tree' books. At first, the books are likely to be picture books (without words). Picture books are essential to promote and continue the development of language, speaking and listening skills.

Books with words will be shared as soon as your child's teacher feels that your child is ready.



Assessment



Teachers build up their assessments throughout the year on a cumulative basis, from ongoing learning and teaching. They make regular assessments, observations and recordings of children's learning, and we use this information to ensure that future planning reflects identified needs.

During the students' first year in the Foundation Stage class, the teacher assesses the ability of each child using the Early Learning Goals. We highlight the area of learning children have developed. We then use these to identify patterns of attainment and focus on the areas for development. We then use this information to modify the teaching programme for individual children and groups of children, in the planning of lessons to be delivered. We share the Foundation Stage Progress information with parents at Parent Teacher Meetings.

Each student's attainment level is recorded and the next teacher uses this information to plan for the year ahead. Each teacher also keeps an Early Learning Journey Book for FS1 and FS2 and uses these to record examples of children's work. These progress books contain a wide range of evidence and will also be shared with parents at Parent Teacher Meeting.

Parents receive an annual report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress.

Ongoing assessment, based on observation of children's learning and development, is an integral part of the learning and development process in the EYFS. It plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and plan activities and support.



Teachers make quality observations of students to understand their level of achievement, interests and learning styles, and then shape learning experiences for each child reflecting on those observations.

On-going formative assessment is at the heart of the early years. It is the link between observing children and effective planning to support their progress.

Children are assessed on Development Matters according to the age bands. At the end of every term, we report if your child is Emerging or Expected.

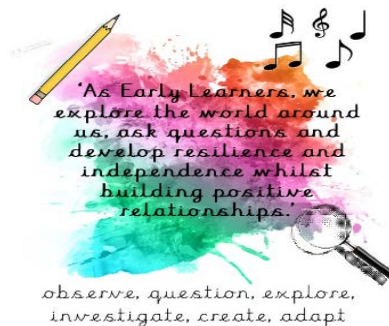
At the END OF FS 2, we report on the 17 Early Learning Goals (ELG)



The Early Years Foundation Stage Curriculum

The child is at the center of all planning for the Early Years Foundation Stage curriculum at The Winchester School. The curriculum reflects the way young children learn, preserving the place for play, talk and experiences. We take account of the child's previous learning and the next steps in achieving his/her potential.

The Winchester School follows the National Curriculum for England. The National Curriculum provides an educational framework specifying the knowledge and skills to be taught in each curriculum area. It provides standards that measure each child's progress in every curriculum area. Further curriculum information is available at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)





Prime Areas

1. Communication, Language (CL)



Communicating thoughts, ideas and feelings, sharing and enjoying spoken and written language.

Communication and Language encourage conversations and spoken language skills. Underpinning all skills, it's foundational for children to be able to interact with their peers and their learning environment. It's split into the following distinct areas:

Listening, Attention and Understanding

Speaking

There's a lot more to language development and communication than simply 'talking'. It refers to the variety of ways that children take in information, and communicate information - only a part of this is used with spoken words.

Words and image association is one of the best forms of initiating language and communication development. This is why we follow READ 5 A DAY where we read at least 5 books a day to children as a great way of bringing this out, since they'll be able to make a connection with the pictures in the book, and the text you're reading out.



Knowledge and Understanding

- Understanding that they can express both experiences and ideas with language.
- Knowing how to express needs and feelings through cries, smiles, sounds, body movements, sign language and language.
- Understanding simple instructions and responding appropriately.
- Knowing how to use an ever-increasing vocabulary and put words together to convey meaning.
- Understanding that tone of voice indicates meaning.
- Understanding that there is a difference between written and spoken language- i.e. writing is in sentences but speech is in clauses, phrases and sentences.
- To join in as a member of a group in a range of activities.
- Developing an understanding of simple concepts and prepositions.
- Beginning to understand why and how questions.

Skills

- Singing and joining in with rhymes.
- Beginning to ask questions.
- Using a tool – e.g. writing.
- Listening attentively and recall key events and phrases in rhymes and stories.
- Able to follow directions.
- Understand simple action words and do as it says.
- Beginning to understand complex sentences.
- Use language to share feelings, experiences and thoughts; holding a conversation.

Attitudes

- Interest in others and a desire to communicate.
- Confidence to communicate.



2. Physical Development (PD)



Developing skills - co-ordination, control, manipulation and movement is vital for healthy lives, as well as affecting other areas of learning. Both gross and fine motor skills are developed over the Early Years in activities like writing and cutting. Practitioners plan by looking at these specific areas:

Gross Motor Skills

Fine Motor Skills

As children move around, they're exploring the world around them through handling objects.



Young children grow rapidly at this stage of their lives. They develop confidence and control of the way they move and the way they handle tools and equipment. By creating games and providing opportunities for play both indoors and outdoors to develop their core strength, stability,

balance, spatial awareness, co-ordination and agility. Gross motor skills the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy.

Knowledge and Understanding

- Knowing how their body works and how to make arms, legs and other parts of their body do the things that they want.
- Beginning to understand their own physical limitations.
- Beginning to know how to use tools or equipment.
- Beginning to understand their own physical needs (e.g. that they need a drink when they are thirsty)
- Beginning to manage their own basic hygiene and personal needs



- Beginning to recognize different food textures and tastes, hot and cold.
- Beginning to describe physical changes to the body that can occur due to changes in emotions like feeling sad or tired etc.
- Beginning and describe playful actions or movements for other children to mirror and follow.
- Has established a consistent, daily pattern in to eating, toileting and sleeping routines and can explain why this is important.
- 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, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Skills

Skills such as holding head up, rolling, sitting, crawling, climbing, jumping, balancing on one foot, pushing, pulling, walking up and down the stairs, riding trikes, throwing, kicking, using tools, balancing, coordinating body movements, fitting pieces together, stringing, pinching play dough, sitting still and many more.

- Beginning to show preferences for dominant hand and leg or foot.
- Turn pages in a book.
- Hold mark making tools with thumb and all fingers.
- Use a range of tools and equipment in one hand like scissors, paintbrush, toothbrush and etc.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering.



Attitudes

Co-operation, Confidence, Persistence, Sense of achievement, Caring for others and Motivation to try new movements.

3. Personal, Social & Emotional Development (PSED)



Emotional well-being, is knowing who you are and how you 'fit in' and feeling good about yourself.

Focusses on children's mental and physical wellbeing. Children work on long-term skills and awarenesses to build a healthy foundation they can take forward. It's divided into these topics:

Self-Regulation

Managing Self

Building Relationships

Successful, personal, social and emotional development is critical for very young children in all aspects of their lives. It is also a pre-requisite for their success in all other areas of learning.

Knowledge and Understanding

- Knowing that they are safe and that they are cared for.
- Knowing that they are individuals in their own right and that they are valued members of a group develops a sense of self-esteem.
- Knowing how to express feelings.



- Knowing that their actions may have an effect on others.
- Understanding that sometimes they have to share equipment and adult time.
- Knowing how to get a positive response from another child or adult.
- Beginning to know how to express frustration verbally rather than physically.
- Knowing their parent/career is valued
- Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like.
- Beginning to make choices and decisions.
- Confident to try new activities
- Understand rules, to know right from wrong and behave accordingly.

Skills

- Beginning to deal with frustration.
- Experimenting with roles.
- Begin to use communication skills including non-verbal and then verbal to express their feelings.
- Learning to share and take turns.
- Self-help – feeding, dressing, washing etc.
- Manage their own needs.
- Manage their own needs.
- Share experiences with others.
- Copy adult behavior to interact with others.
- Practices skills to resolve conflict with peers.
- Enjoys playing alone as well as peers.
- Responds to their names when their name is called.



- Understanding differences of gender, ethnicity and ability.
- Gradually learning that actions have consequences.
- Adopt behavior according to different situations, routines and events in favourable condition.

Attitudes

- Confidence
- Persistence
- Caring
- Enjoyment
- Sense of achievement
- Empathy for others. (Idea of justice and fairness)
- High self-esteem.
- Respect for equipment and for others.
- An awareness of similarities and differences in people.



Specific Areas

4. Literacy (Reading and Writing)



Involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Literacy skills will form a strong foundation for children's school careers and are split simply into:

Comprehension

Word Reading

Writing

With literacy, as a part of the EYFS seven areas of learning, children begin to build connections between spoken sounds and the letters in writing.

Reading comprehension is the ability to comprehend, interpret and incorporate the information of a text into an individual's existing knowledge base. To help develop reading comprehension, children engage in sessions of guided reading and will begin to recognise individual words and sounds.

The aims of reading comprehension practice are to develop a child's ability both to comprehend the individual words, but more importantly, how they function as part of the sentence. Children can also learn to factor their own knowledge, experiences and reading history into the way they recognise words, sentences and rhymes.



Word Reading: They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Children read and understand simple sentences.

Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Knowledge and Understanding

- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Knows information can be relayed in the form of print, computers and mobile digital devices.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.
- Describes main story setting, events and principal characters in increasing details.

Skills

- Recognises familiar words and signs such as own name and advertising LOGO.



- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Knows that information can be retrieved from books and computers.
- Enjoys print and digital books independently.
- Beginning to navigate apps and websites on digital media using dropdown menu to select.
- Beginning to develop phonological and phonemic awareness.

Writing

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.
- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.



- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.
- Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words.
- Enjoys creating text to communicate meaning for a wide range of purposes, such as making greeting cards, invitations and creating their own stories.

5. Mathematics



Developing an interest in numbers, numerical patterns, shape, space and measure.

Learning Mathematics can help with life skills such as spatial awareness, shapes and measurement, and problem-solving. In EYFS children focus on the maths areas of:

Number

Numerical Patterns

Maths also serves for other uses like handling and managing money, telling the time, so they're not late for any commitments they have in place, or working out distance and time together, so that they can travel.

Math, depends on becoming confident and competent in learning and using key skills. These areas of learning include counting, sorting, matching, seeking patterns and working with numbers, shape, space and measures.

Knowledge and Understanding

- Knowing that things are similar and different (classifying)
- Knowing that there are number symbols and a set sequence in which numbers occur.



- Knowing that numbers are different from letters.
- Knowing the concepts of more than, less than
- Counting a collection of objects accurately matching one number to one object.
- Knowing that there are a variety of shapes and some of their names.
- Knowing that some shapes fit together and some don't.
- Knowing that there is a mathematical language and know some words to describe mathematical concepts.
- Knowing how to make sequential patterns
- Knowing how to estimate.
- Knowing that the last number said is the number in the set.
- Knowing and using appropriate vocabulary to describe movement and position in space e.g. up, down, in front of, behind, over, under etc.
- Beginning to know partitioning and combining shapes to make new shapes with 2D and 3D shapes

Skills

- Classifying
- Sorting and comparing
- Matching
- Turn-taking / sharing
- Using language to express a concept
- Making connections
- Problem solving



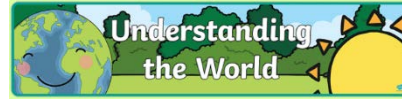
- Counting
- Recording
- Subitizing
- Prediction
- Questioning
- Thinking logically, negotiating and testing ideas.
- Adding and subtracting
- Responding to and setting challenges.
- Joins in and anticipates repeated sound and action patterns.
- Beginning to anticipate times of the day such as meal time or home time.
- Beginning to recognize that each counting number is one more than the one before.
- To compose and decompose shapes, to make a new shape.
- Measuring
- Visualizing what they will build.

Attitudes

- Curiosity
- Confidence – to make mistakes
- To search for answers
- To express opinions
- Co-operation and collaboration
- A sense of enjoyment and satisfaction Persevera



6. Understanding of the World (UW)



Developing an interest and curiosity based on first-hand and/ or personal experiences.

Understanding of the World supports children's learning about the surrounding environment. In this area of learning, children will explore new cultures and better understand basics that we often take for granted.

Past and Present

People, Culture, and Communities

The Natural World

Children will discover similarities and differences, what world and what doesn't, what they can and cannot change, and why certain things happen within the world around them. There are lots of opportunities to experiment and investigate, make observations and form their own opinions and theories.

As well as learning about societies and communities, cultures, people, and places, there are elements of science within this type of learning, too. For example, children will learn about the environment, such as weather conditions, plants, and wildlife.

Children will develop the skills; knowledge and understanding that help them make sense of the world. This forms the foundation for later work in science, history, geography, design and technology, and information and communication technology.

Knowledge and Understanding

- Knowing where they live, their address.
- Knowing the purpose and use of simple maps.
- Recognising key features of the local environment.
- Knowing about past events.
- Knowing about their own and their family's personal history.



- Knowing what it means to be a part of a local community.
- Knowing about people in the local area and the jobs that they do
- Knowing that there are different religions and each has different celebrations linked to it.
- Knowing that there are a variety of materials with different properties which can be changed. (state of matter)
- Knowing about the simple properties of light, colour and sound.
- Knowing that objects can be moved by forces.
- Knowing that there are a variety of living things which include humans.
- Knowing about some of the task computers (online) are suitable for.
- Imitating everyday actions and events from own family and cultural background.
- Knowing what makes them unique by telling similarities and differences.
- Knowing that everyone has a different opinion and they could be sensitive about it.
- Knowing how to create simple video recording, stories/draw pictures on screen.
- Knowing digital literacy skills to access, understand and interact with a range of technologies.
- Knowing how to use the internet to procure useful information with adult supervision.

Skills

- Having an awareness of change.
- Predicting and interpreting.
- Beginning to understand cause and effect.
- Baking and using simple maps.



- Observing closely.
- Planning and designing.
- Joining using a variety of techniques.
- Making things for a variety of purposes from a variety of materials.
- Choosing appropriate materials and tools for specific purposes.
- Solving Problems
- Drawing
- Beginning to have their own friends.
- Beginning to understand the effect of their behavior can have on the environment.
- Use pipes, funnels and other tools to carry transport water from one place to another.
- Beginning to use internet and technology with supervision

Attitudes

- Persistence and Interest.
- Confidence
- Co-operation.
- Enjoyment and excitement.
- Appreciation and respect.
- Sense of curiosity.
- A sense of awe and wonder.
- An awareness of safety.



- Investigate of “low technology” such as washing and cleaning.
- Digital citizenship/responsibility

7. Expressive Art and Design (EAD)



Responding, using many senses, and expressing ideas through different media and representation.

Expressive Art and Design supports children's creative development and expression. It helps children create their own artworks and encourages them to value their own thoughts, opinions and skills. The two areas in this area of learning are:

Creating with Materials

Being Imaginative and Expressive

Expressive arts is one of the EYFS seven areas of learning, which provides emotive sharing. They'll be using a range of materials and activities in order to express themselves through imaginative play. This is as well as to communicate, since verbal communication can be limited at such a young age. These activities include design and technology, dance, movement, music, art, and role-play.

Creativity is fundamental to successful learning. The aspects covered in this area of learning include art, music, dance, role-play and imaginative play. Being creative enables children to make connections between one area of learning and another, so extend their understanding. Children are also introduced to different artist's work like Pointillism, Andy Goldsworthy, Mondrian style of art and many more

Knowledge and Understanding

- Knowing that you can use a variety of materials to make things e.g. powder paint, glue, paper, clay, playdough, water colours, loose parts, projected image and light.



- Knowing that there are a variety of colours and ways to mix colour.
- Knowing that there are different forms of artwork from different cultures.
- Knowing that their individual work will be appreciated and valued.
- Knowledge of tools for creative work e.g. brushes, glue, spreaders etc.
- Knowledge that a variety of musical instruments make different sounds
- Knowing that they can make sounds and rhythms with their own bodies.
- Knowing that their body moves in space, moves in different ways and can move to different rhythms, sound and music.
- Developing a sense of spatial awareness.
- Knowledge and understanding of tool and materials to explore their interest, enquiries and develop their thinking.
- Knowing to express and communicate with feelings and understanding to use a range of art forms, example- movement, dance, drama, music and the visual arts.

Skills

- Co-operating and turn taking
- Gross motor skills
- Handling and playing instruments
- Fine motor skills
- Concentrating
- Imitating
- Listening
- Experimenting
- Compromising in order to sustain play



- Sharing ideas with others
- Drawing and painting from observation
- Exploring and gaining competence in a variety of techniques
- Painting
- Drawing
- Collage
- Printing Textiles
- Cutting and sticking
- Uses 3D and 2D structures to explore materials to express ideas.

Attitudes

- Appreciation
- Pleasure
- Enjoyment
- Perseverance
- Motivation
- Imagination
- Responsiveness to external stimuli
- Expression and Communication



At “The Winchester School” the provision of the following supports the learning in all seven areas of learning:

- *Outdoor Play.*
- *Creative Work.*
- *Writing.*
- *Mathematics*
- *Construction Area.*
- *Malleable (play dough/cooking)*
- *Reading online books and stories*

The early years foundation stage

