



## Foundation Stage Curriculum

We believe that children have a right to a curriculum that is fun, motivating, interesting and most importantly purposeful.

We aim to develop imagination and independence through a stimulating, creative environment where every child has the opportunity to shine.

The Early Year's curriculum aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage. At Everton Primary School we teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. Below is a general overview of themes for the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible themes</b>	-All about me -Family -Autumn -Harvest	-People who help us - Remembrance -Diwali -Christmas	-Life cycles -Winter -Chinese New Year -Shrove Tuesday	-Pirates -Mother's Day -Spring - Easter	-Traditional Tales -St Georges Day	-Summer Holidays -Local Area

To enable children to develop the seven areas of learning are followed:

### Prime areas of learning:

- Communication and Language, (Listening, Attention & Understanding, Speaking)
- Personal, Social and Emotional Development, (Self-Regulation, Managing Self, Building Relationships)
- Physical Development, (Gross Motor Skills, Fine Motor Skills)

### Specific areas of learning:

- Literacy, (Comprehension, Word Reading, Writing)
- Maths, (Number, Numerical Patterns)

- Understanding of the World, (Past & Present, People and communities, The Natural World)
- Expressive Arts and Design, (Creating with materials, Being Imaginative and Expressive)

### **Areas within the Foundation classrooms:**

- a writing area containing various writing implements and papers as well as envelopes and examples of good writing
- a book corner containing a range of fiction, non-fiction, poetry and puppets for story telling
- a maths resource area which allows children to select appropriate items to help them solve practical problems
- a workshop containing resources for a range of art, design, music and technology activities
- a construction area containing resources for developing fine motor skills, social interaction and problem solving
- a small world area which allows children to extend fine motor skills, engage in imaginative play and develop language
- an area for malleable materials (e.g. play dough) and water play, where children can engage in practical investigations
- a role play area which can be developed along themed line to cover several aspects of learning in “real life” scenarios

### **Learning environment**

The outside area is seen as an extension of the classroom and the above opportunities will be available outside as well as inside.

Through all of our strands we aim to develop the children as they Play and Explore, be an Active Learner and to have Creative and Critical Thinking.

### **Assessment**

The staff are constantly assessing the children in their everyday activities, play and through more focussed adult-led interactions and sessions. We use observations of the children, photos, the work that they do, feedback from parents and comments made by the children to assess where the pupils are working. Evidence is recorded on Tapestry.

### **Phonics**

Children receive daily phonics lessons in Nursery and Reception. We plan and deliver sessions using Letters and Sounds, supported by Jolly Phonics.

Phase one sessions are delivered daily to all Nursery children

Phase One activities are arranged under the following seven aspects.

- Aspect 1: General sound discrimination - environmental sounds
- Aspect 2: General sound discrimination - instrumental sounds
- Aspect 3: General sound discrimination - body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

Reception children progress through phase 2,3 and 4 (see table below).

Autumn	Spring	Summer
<p>Phase 2</p> <p>Sounds s,a,t,p,l,n,m,d,g,o,c,k,ck,b, f,l,ff,ll,s</p> <p>Tricky words                    the, to, l, no, go, into</p> <p>High frequency words    a, dad, mum, big, it, at, is, on, up, back, if, but, of, his, him, had, in, got, an, as, can, off, not, get, and</p>	<p>Phase 3</p> <p>Sounds j,v,w,x,y,z,zz,qu,ch,sh,th ng,ai,ee,igh,oa,oo,ar,or ur,ow,oi,er,ear,air,ure</p> <p>Tricky words                    he, she, we, me, be, was, you, they, all, are, my, her</p> <p>High frequency words will, that, then, now, this, with, for, them, down, see, too, look</p>	<p>Phase 4</p> <p>No new sounds</p> <p>Tricky words said, have, like, so, do, some, come, were, there, little, one, when, out, what</p> <p>High frequency words went, from, children, it's, just, help</p>

## Maths

Maths is taught to all children in our foundation stage unit following White Rose Maths which is a mastery curriculum.

Autumn	Spring	Summer
<p>Baseline Numbers 1-5 (representing, subitising, comparing, composition). One more one less</p> <p>Exploring patterns 2D shapes Time Comparing size, mass &amp; capacity</p>	<p>Introducing 0 Numbers 6-10 Combining two groups Number bonds to 10</p> <p>Length &amp; Height                    3D shape</p>	<p>Numbers 10-20 Adding more Taking away Doubling                    Sharing Even &amp; Odd</p>

