

## FS2

We follow the Early Years Foundation Stage Curriculum (2012). Our children learn through themes/topics which reflect their interests and needs. Through this curriculum we encourage our children to: play and explore, be active learners and be creative and critical thinkers.

<u>Playing and exploring – engagement</u>	<u>Active learning – motivation</u>	<u>Creating and thinking critically – thinking</u>
<ul style="list-style-type: none"> <li>Finding out and exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>	<ul style="list-style-type: none"> <li>Being involved and concentrating</li> <li>Keeping trying</li> <li>Enjoying achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>Having their own ideas</li> <li>Making links</li> <li>Choosing ways to do things</li> </ul>

There are seven areas of learning, three of these are known as the prime areas: Personal, social and emotional development (PSED), Physical Development (PD) and Communication and Language (CL)

Area of Learning and Development	Aspect
<b>Prime Areas</b>	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
<b>Specific areas</b>	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measures
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

Each area of learning has an end of year expectation, called the Early Learning Goal.

### PSED: Making relationships

In this area of learning we support children to make positive relationships with each other and the adults around them. Through small group activities children are supported in turn taking and sharing.

### Early Learning Goal

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

### PSED: Self confidence and self awareness

In this area of learning we support children by providing them with challenging experiences and activities. Your child might come home at the end of the day talking about their 'tricky challenge' that they had had that day. We encourage children to celebrate their successes with others. We encourage you to share your child's success at home by completing WOW slips. These can be downloaded from the school website or ask class teachers for a copy.

### Early Learning Goal

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or do not need help.

### PSED: Managing feelings and behaviour

In this area of learning we encourage children to contribute to our class rules. We help children to understand the difference between right and wrong. Here are some of the phrases you might hear your child say: good sitting, good closed lips, good listening and good looking. We help our children to make the right choices by using phrases like "We walk in our classroom, thank you"

### Early Learning Goal

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

### Communication and Language: Listening and Attention

In this area of learning we help children develop these important skills daily. We play listening games, we listen to stories and songs. You can help your child at home by playing games like Simon Says.

### Early Learning Goal

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

### Communication and Language: Understanding

In this area of learning we help children develop by giving them opportunities to think about their answers or share their ideas with a partner before they share them with an adult or the class. Children use stories to develop their predicting skills by thinking about 'what happens next?'

### Early Learning Goal

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

### Communication and language: Speaking

In this area of learning we help children develop by encouraging language play through the retelling of stories and familiar songs. Through adult modelling we encourage children to extend their vocabulary by using different words, for example, delicious instead of nice or massive instead of big.

### Early Learning Goal

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

### Physical development: Moving and Handling

In this area of learning we help children develop by teaching them how to use tools safely, eg, scissors. We develop children's pencil grips by having regular handwriting sessions. The children have access to the outside learning environment at all times and in all weathers "There is no such thing as inappropriate weather just inappropriate clothing."

### Early Learning Goal

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

#### Physical development: Health and self care

In this area of learning we help children develop by encouraging children to be independent dressers. You can help your child with this by teaching them to put on their own uniform and P.E kits. We promote a healthy lifestyle by having healthy snacks available for children or if you would prefer, you can send a snack in for your child. Water and milk are available at all times and weekly P.E sessions.

#### Early Learning Goal

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

#### Literacy: Reading

In this area of learning we help children to develop by promoting a love of reading. Children will bring home a variety of books to share with you at home. Please take 10 minutes a day to read this book with your child and write in their home contact book. Your child will have a daily Read, Write Inc session. This involves learning their letter sounds, blending sounds to make words (Fred talk) and later on writing a simple sentence related to the book that they have read.

#### Early Learning Goal

Children read and understand simple sentences. 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.

#### Literacy: Writing

In this area of learning we help children to develop by promoting a love of writing through play activities such as writing menus, labelling models and writing cards. Please take 10 minutes a day to practice writing letter sounds. Your child will have a daily Read, Write Inc session. This involves writing their sounds (handwriting) and writing a simple sentence related to the book that they have read.

#### Early Learning Goal

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.

#### Mathematics: Number

In this area of learning we help children to develop by counting daily. We apply mathematical skills to real life situations e.g "how many balls do we have in our basket?" Children are encouraged to mark make to record their own maths learning including making up their own number stories. Children will be taught to read and write numbers and put numbers into order.

#### Early Learning Goal

Children count reliably with numbers from one to twenty, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

#### Mathematics: Shape and space

In this area of learning we help children to develop by recognising shapes in the environment by going on a shape hunt. We help children learn shape names and talk about what is special about the shape.

#### Early Learning Goal

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### Understanding the world: People and communities

In this area of learning we help children to develop by helping them to understand their family routines and how these are similar and different from others.

#### Early Learning Goal

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

### Understanding the world: The World

In this area of learning we help children to develop by understanding the world around them. They learn about their school and the wider community. We visit local places like the park and local supermarkets.

#### Early Learning Goal

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

### Understanding the World: technology

In this area of learning we help children to develop by understanding how things work. Children have regular access to Ipads where they can access a range of appropriate APPS.

#### Early Learning Goal

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

### Expressive arts and design: Exploring and using media and materials

In this area of learning we help children by encouraging them to explore a range of materials, e.g junk modelling, paint and corn flour. Children talk about their work and talk about the changes that they observe.

#### Early Learning Goal

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

### Expressive arts and design: Being imaginative

In this area of learning we help children to gain confidence in being imaginative through role play. We regularly encourage children to move creatively to music.

#### Early Learning Goal

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.