

# Early Years Foundation Stage Curriculum Guide for Parents September 2022 – July 2023

We follow The Statutory framework for the early years foundation stage (EYFS) which came into effect as of September 2021. This framework is a means of ensuring high standards of early education and care that will reassure parents that their child's development is being fully supported.

The first stage of the EYFS curriculum begins at Meriden CE Primary School when children enter Nursery (FS1 – Foundation Stage 1) and continues until the end of Reception (FS2 – Foundation Stage 2). The EYFS underpins all future learning by supporting and fostering the children's personal, social and emotional wellbeing. It encourages positive attitudes and dispositions towards learning in the children and promotes learning through play.

Assessment in Nursery is done in line with the 'Development Matters 2020' for 3 to 4 year olds and in Reception the statements for 'Children in Reception' also from Development Matters 2020 are followed. Click on the links on our Foundation Stage page of the website to read these statements in detail. Staff work and play with and observe the children with these statements in mind and guide the interactions we have with each child and support staff to ensure progress is made. If parents would like to discuss their child's progress they can request to do this at any time, not only at the formal parents' evenings held twice a year. A formal report about each child's progress is issued to parents at the end of the Autumn, Spring and Summer Terms.

The Early Years Foundation Stage is divided into the following areas of learning:

<b>Prime Areas</b>	<b>Specific Areas</b>
<b>Communication and Language</b> - Listening, Attention and Understanding - Speaking	<b>Literacy</b> - Comprehension - Word Reading

	- Writing
<b>Personal, Social and Emotional Development</b> - Self-Regulation - Managing Self - Building Relationships	<b>Mathematics</b> - Number - Numerical Patterns
<b>Physical Development</b> - Gross Motor Skills - Fine Motor Skills	<b>Understanding the World</b> - Past and Present - People, Culture and Communities - The Natural World
	<b>Expressive Arts and Design</b> - Creating with Materials - Being Imaginative and Expressive

During the EYFS, these areas of learning are covered through a variety of topics. See below the topics covered in **Nursery**.

<b>Autumn Term 1</b>	
Topic 1 – ‘Me and my family’	
<ul style="list-style-type: none"> <li>● Ourselves – Todd Par ‘The Family Book’ and ‘It’s okay to be Different’</li> <li>● Our school</li> <li>● Elmer</li> <li>● The ‘Large’ Family</li> <li>● Diwali</li> </ul>	<p>To begin the Autumn term we think about ourselves and our families. From this, we explore our new beginnings in school and learn about the people in our class as we develop new friendships. We read the book ‘It’s Okay to be Different’ by Todd Par to help us realise that our class is made up of very different children and that’s ok. We should accept everyone for who they are and all be friends. We build on self-confidence as we get to know each other and understand how to manage our feelings and behaviour in the school environment. We use ‘The Family Book’ by Todd Par to reflect on the family we have and how other families may look. We briefly visit Elmer and his friends and show how much we know about books, colours and shapes</p>

through activities used to assess where the children are with their knowledge when they come to us. Through these stories we begin to realise that there are different countries in the world with different natural features to our environment.

Then we look at families in stories by exploring 'The Large Family' books by Jill Murphy. We use these stories to start our school learning using activities like; sorting animals into groups and counting them, size ordering animals, listening to animal sounds and describing them, feeling the different animal skin and using the vocabulary of texture. As well as starting a sound of the week 'l' for large family which encourages us to make purposeful marks on paper.

Then we get to experience the wonderful celebration of Diwali during this week, we learn about the Hindu festival of lights and explore different crafts associated with this festival.

## **Autumn Term 2**

Topic 2– 'Seasons and Celebrations'

- Fire safety
- Percy the park keeper
- Winter incl. animals from cold places
- The Nativity
- Christmas crafts/songs

As the season progresses, we go on an Autumn Walk around the school grounds, wrapping up warm and putting on Wellington boots to go stomping through the fallen leaves and learning about all the fruits and vegetables of the season. We also learn about fire safety and use a weeklong scheme designed by the fire service especially for children in the Early Years. We follow the adventures of Ellie the Fire Dog through stories and short videos on how to be safe around fire.

Percy the park keeper books are a wonderful introduction to exploring the seasons and the natural world around us. As well as looking at people who help us in and around our school community. We then have a look at animals from cold places and how they are adapted to cope with the cold we experience in Winter.

We then throw ourselves into Christmas! First, we learn about the Nativity Story and then we create some precious Christmas keepsake crafts for you to treasure for years to come.

## Spring Term 1

### Topic 3 – 'Teddy Bear Tales'

- Thank you's and reflection
- 'Whatever Next'
- Chinese New Year – The Magic paintbrush
- 'Bear Hunt'

To start the Spring Term off we reflect on all of our Christmas experiences. As well as sharing our tales of presents we received we recall other things like what we left out for Santa and meals with our families, before writing thank you letters.

During the Spring term our weeks are themed around famous stories about bears. First we learn about the story of Whatever Next! By Jill Murphy, where we learn to act out stories by making our own props out of objects as baby bear did with a box and a colander. Through this story we make rockets for bears from boxes and other construction materials, draw bears, role play the story, pack a picnic writing a list of items needed, we make split pin bears, create owls out of play dough or junk modelling, journey to the moon on space hoppers and begin to understand which materials are waterproof and why.

We take a break from bears briefly to celebrate Chinese New Year which falls on 22<sup>nd</sup> January 2023. This is a wonderful topic which enables children to begin to understand and respect each other's different beliefs and customs. We explore some of the stories, music, crafts and traditions around Chinese New Year and sample a variety of foods.

The Next story we look at is 'We're Going on a Bear Hunt' by Michael Rosen and you can only imagine

	all of the fun and mess we are going to enjoy through this topic!
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<b>Spring Term 2</b>	
Topic 4 – ‘Our World’	
<ul style="list-style-type: none"> <li>• What the ladybird heard</li> <li>• Noah’s Ark</li> <li>• Mothers’ Day</li> <li>• Easter/Spring (Farm Trip)</li> </ul>	<p>We will begin this topic by reading the book ‘What the Ladybird Heard’ by Julia Donaldson. This story uses a route around the farm and we will use this example to begin talking about the routes we take to school and what our school looks like from above.</p> <p>Next, we will learn about the story of ‘Noah’s Ark’ where we will enjoy looking at the many different animals in our world, how to count in twos of course, floating and sinking and mixing colours to make all of the colours of the rainbow. During these two weeks we will be learning about other stories from our Children’s Bible which gives age-appropriate illustrations and explanations of some</p>

	<p>of the stories of Jesus. We then spend two weeks celebrating all the lovely women in our lives, including our mummy's, and all that they do for us by learning some songs and creating an assembly, which you will all be invited to watch. We then naturally move onto learning about springtime and Easter where we teach the children that Easter is a time to celebrate Jesus's new life in heaven and the new life that spring brings, explaining that this is why we have eggs at this time of year as they are a symbol of new life. We will also enjoy a farm trip to Ash End House Children's Farm to experience spring first hand.</p>
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<b>Summer Term 1</b>	
Topic 5 – 'Healthy Us'	
<ul style="list-style-type: none"> <li>• The Enormous Watermelon</li> <li>• Handa's Surprise</li> <li>• The Gingerbread Man</li> </ul>	<p>Our summer term topic of Healthy Us starts with the Enormous Water Melon by Brenda Parkes and Judith Mary Davy. We will be doing all kinds of size and weight ordering for this, as you can imagine, as well as fruit tasting and lots of watermelon themed art work!</p> <p>Following this we will be off to Africa to enjoy exploring the native food and animals in our Handa topic. We will look at how to get to Africa, how it is different to where we live and we will explore lots of different African patterns which occur both naturally and on fabric.</p>

	<p>In The Gingerbread Man weeks we will be making our own dough and decorating our own gingerbread man, if one should escape from the oven we will have to search for him around school following clues and learning about our environment! In maths we will be learning about 3D shapes as well as subtracting items, and in literacy we will be writing instructions for how to make the dough for a gingerbread man and retelling the story changing one thing to make it your own. After that we will be focusing on healthy eating and being active in sports week.</p>
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<b>Summer Term 2</b>	
Topic 6 – ‘Holidays’	
<ul style="list-style-type: none"> <li>• The Rainbow Fish</li> <li>• Tiddler</li> <li>• Mr Gumpy</li> <li>• The Lighthouse Keeper</li> </ul>	<p>We start the second half of term by learning about friendships and sharing through the story of ‘The Rainbow Fish’ by Marcus Pfister. We continue this underwater theme with a study of ‘Tiddler’ by Julia Donaldson. Through this text we look at making up tales about what has made us late on the way to school and we will learn how to tell the time to one hour.</p> <p>After all of that underwater fun we will look at ‘Mr Gumpy’s Outing’ by John Burningham. We will explore the movements of the animals in the story, count people on and off boats, write our own version of the story with different animals that could come on board as well as exploring materials that float and sink and materials that are waterproof. We will also write our own water poem, watch out for it in The Meriden Mag!</p>

	Then we will move onto The Lighthouse Keeper stories by Ronda Armitage. During this topic we will be making sandwiches when we look at 'The Lighthouse Keepers lunch' and we will be mapping our journey to school and writing a description of Hamish the cat who goes missing in the story 'The Lighthouse Keepers cat'. We will also be having lots of fun with water, exploring shells, making pulley systems, verbally retelling the stories to aid our writing and preparing for our transition into our next Year Group!
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Much emphasis is put on cross-curricular activities therefore one activity is likely to cover a range of learning. For example, children building with bricks may:

- cooperate to carry the bricks, build with the bricks,
- negotiate the best place to put them,
- compare the size of different bricks, count how many there are...

Therefore, there is opportunity to develop in language, mathematical skills, physical strength, as well as personal and social skills through this one activity.

We plan our curriculum by providing a starting interest for children and then the weeks activities develop in line with children's progress and interests. We use observations of children's learning and achievements to inform planning.

Planning is differentiated throughout our Early Years and activities are planned to aid smooth transitions, continuity, and progression. Curriculum planning is continually monitored for quality, relevance, and effectiveness. Planning meetings take place to discuss and evaluate teaching objectives and outcomes and this is then fed into future planning.

### **Webpage**

Please see our class page on the school website for details of what is happening in Nursery each week. <https://www.meridenceprimaryschool.com/fs1>

### **More Information**

For more information about EYFS you can look on the following website  
<https://www.gov.uk/early-years-foundation-stage>

If you would like any further information about the curriculum in the EYFS, please do not hesitate to ask a member of the EYFS staff.