

# Early Years Foundation Stage (EYFS) curriculum

September 2024

East Sheen Primary School



# Teaching Assistants



Mrs Mitchell



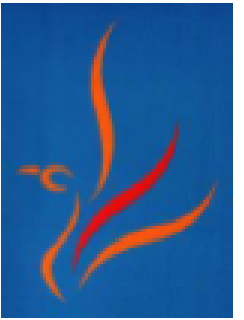
Mrs Kaplan



Ms Mends

# East Sheen Primary School: Our Vision

Our purpose is to nurture happy, confident children who think deeply about themselves and others in preparation for the challenges ahead.



We do this by inspiring and celebrating:

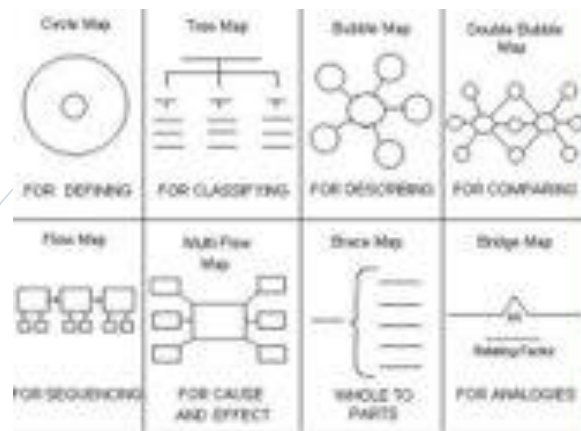
- ▶ curiosity and love for learning
- ▶ collaboration and kindness
- ▶ creativity and enthusiasm
- ▶ resilience and achievement

# We are...

Happy, resilient, curious and kind!



# Thinking Schools tools



**Thinking Maps:** a visual teaching tool that provides a method to communicate the thinking that is taking place in the heads of our students, helping them to sort and present information, providing a rich vocabulary to express and discuss their ideas.

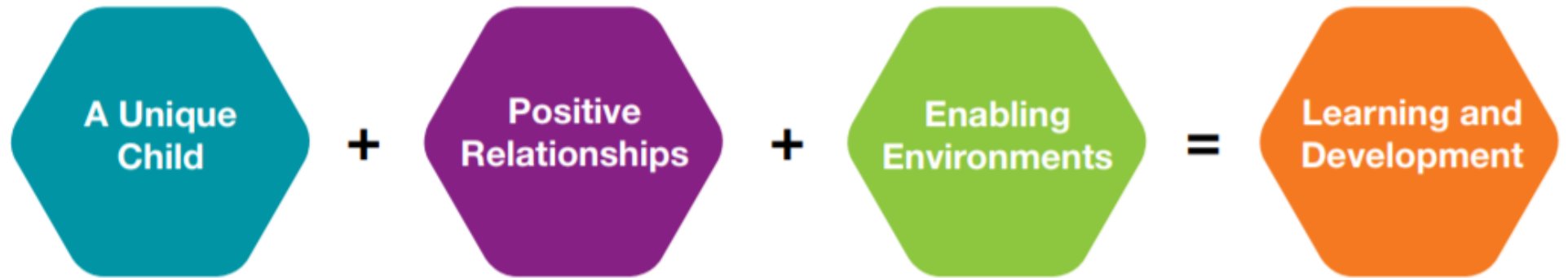
**Thinking Hats:** provide a **framework** to help pupils think clearly and thoroughly in one direction at a time.



**Habits of Mind:** a set of 16 dispositions and behaviours, that help students successfully approach problems and challenges they encounter in the classroom and in everyday life.

# EYFS Curriculum

The Statutory Framework was revised in March 2017 and came into effect in September 2021.



The Early Years Foundation Stage (EYFS) is the stage of education for children from birth to the end of the Reception year. It is based on the recognition that children learn best through play and active learning.

# Areas of Learning

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Characteristics of Effective Learning	Areas of Learning and Development	Birth to 5 Matters Aspects
<p><b>Playing and Exploring</b></p> <p>ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go'</p>	<p><b>Prime Areas</b></p>	
<p><b>Active Learning</b></p> <p>MOTIVATION Being involved and concentrating Keep trying Enjoying achieving what they set out to do</p>	<p>Personal, Social and Emotional Development</p>	<p>Making Relationships Sense of Self Understanding Feelings</p>
<p><b>Creative and Critical Thinking</b></p> <p>THINKING Having their own ideas Making links Working with ideas</p>	<p>Physical Development</p>	<p>Moving and handling Health and Self-care</p>
	<p>Communication and Language</p>	<p>Listening and Attention Understanding Speaking</p>
	<p><b>Specific Areas</b></p>	
	<p>Literacy</p>	<p>Reading Writing</p>
	<p>Mathematics</p>	<p>Mathematics</p>
	<p>Understanding the World</p>	<p>People and Communities The World Technology</p>
	<p>Expressive Arts and Design</p>	<p>Creating with Materials Being Imaginative and Expressive</p>



# Personal, Social and Emotional Development (PSED)

- ▶ Divided into “Self-Regulation”, “Managing self” and “Building Relationships”
- ▶ A daily part of school life
- ▶ The children are encouraged to listen to others, to take turns and share fairly
- ▶ Children develop confidence and self-awareness
- ▶ Skills are developed to establish positive relationships
- ▶ PSHE Jigsaw explore feelings, behaviour, emotions.
- ▶ Zones of Regulations



# Relationships Education

Be clear about  
the facts

## What is included? Relationships Education

By the end of primary school pupils should know:

### Families and people who care for me

- Importance of family
- Characteristics of healthy family life
- Respect for family diversity
- Importance of stable relationships
- Marriage/civil partnership as legally recognised commitment
- How to recognise unsafe situations and how to seek advice/help

### Caring friendships

- Importance of friendships
- Characteristics of friendships,
- Benefits of healthy friendships
- How to maintain a healthy friendship
- How to recognise unhealthy friendships and seek help

### Respectful relationships

- Importance of respecting others
- Conventions of courtesy and manners
- Importance of self-respect
- Requirement to respect others
- Types of bullying, impact and how to get help
- Stereotypes and their impact
- Permission seeking

### Online relationships

- People behave differently online
- Same relationship principles apply online
- Rules for keeping safe online
- How to critically consider online content
- How information and data is shared and used online.

### Being safe

- Appropriate boundaries
- What privacy means
- Your body belongs to you
- How to respond to adults you do not know
- Asking for help and reporting feeling unsafe and abuse
- Where to get advice and support

### Changing Adolescent Body (Health Ed.)

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle.

# The Zones of Regulation

The Zones of Regulation is a well being framework which East Sheen uses with all children, across the whole school. Its purpose is to develop awareness of feeling, energy and alertness levels and learn strategies and tools for emotional regulations.

We use Zones of Regulation to provide children a way of thinking and talking about their feelings inside and these feelings are split into four colours. Once the children understand their feeling and zones, they learn to use tool/strategies to manage the different zones.




# Communication and language



- Divided into “Listening, Attention and Understanding” and “Speaking”
- Encourages children to develop conversational skills in a rich language environment and in a range of situations
- Will help children to develop listening and concentration skills.
- Enables children to express themselves and understand and act on instructions given to them.



# Physical Development

- Gross Motor Skills and Fine Motor Skills
  - Fine motor skills -learning to use a pencil effectively with correct grip.
  - P.E inside and outside, classroom and outdoor play.
  - Control and coordination and travelling in different ways
  - Develops practical skills such as dressing and undressing
  - Importance of a healthy lifestyle
- 

# Literacy

## Reading

- Phonics teaching 5 days a week
- Lots of opportunities within the environment
- More information at the Reading Talk
- Topic books
- Story time

## Writing

- For a purpose
- Different contexts
- Letter formation
- During Free Flow and in small groups



# Phonics

We teach phonics daily, using the phonics programme Read Write Inc (RWI). We will be holding information sessions for parents on all things Phonics and Reading on Monday 14<sup>th</sup> October @ 2.45 and Tuesday 15<sup>th</sup> October @ 9.15am.

Home work is set weekly, using the RWI worksheets, which will help them to work on their letter recognition and formation. We teach 4 sounds per week (Monday – Thursday) and use the 5<sup>th</sup> day (Friday) to recap all sounds taught to date, as well as introduce red words (words which cannot be sounded out).

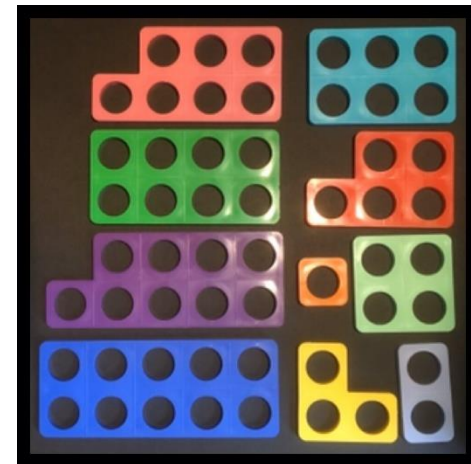
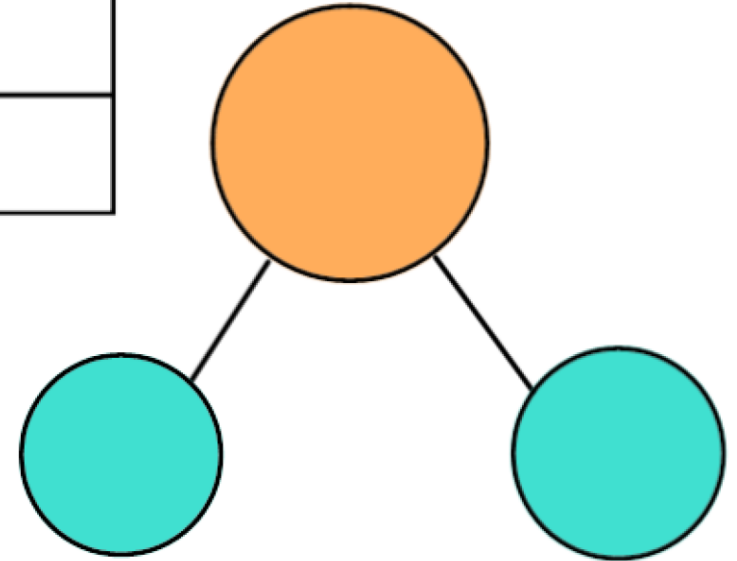
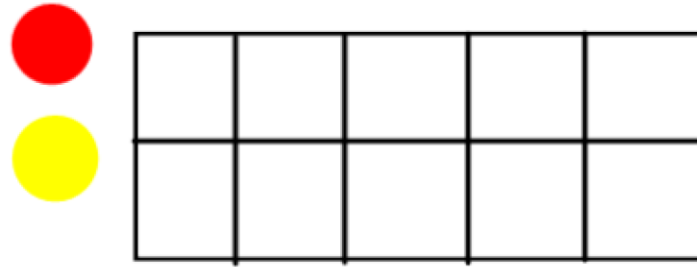
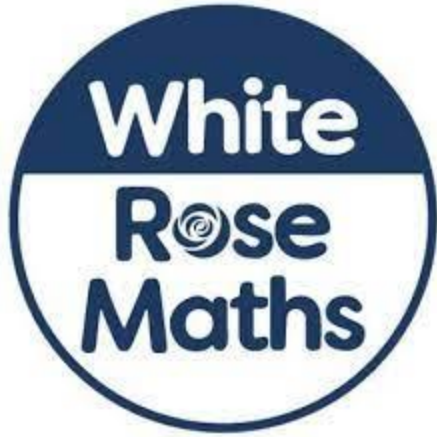


## Mathematics

- Maths is taught daily
- White Rose
- Daily table top activities both indoor and outdoor provide a variety of opportunities to develop understanding of number, shape, measure and spatial awareness



# Mathematics





# Understanding the World

Divided into “Past and Present”, “People, Culture and Communities” and “The World”

## Expressive Arts and Design

Divided into “Creating with Materials” and “Being Imaginative and Expressive”

Exploring colour, texture, shape and space in 2-D and 3-D

Building and construction

Making choices and using imagination, including inventing narratives.

Music; exploring sounds, singing, matching movements to music.



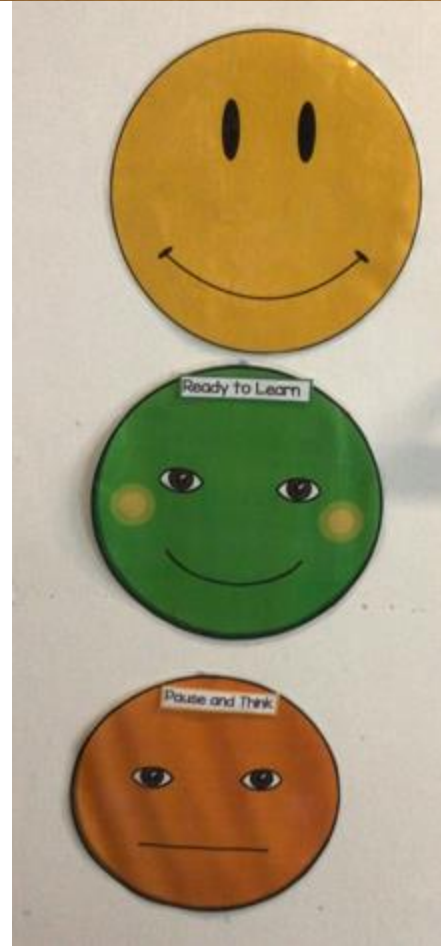


## Miscellaneous...

- Snack time/Lunch Time - no nuts
- Homework
- Birthday treats
- Uniform – **LABELLING!!**
- Hair – long hair needs to be tied up
- Parent help – reading, cooking and trip

# Behaviour

- School rules
- Behaviour chart
- Stickers
- 10 star treat
- Class teddy
- Wow Cards!



“Adults who help children to play are adults who help children to learn.”



**Thank you**

We look forward to a happy partnership in your child's first year at school and beyond.



**What learning looks like right now in Reception so far.....**

**Enjoy!**

