

# Early Years Foundation Stage (EYFS) curriculum

September 2025

East Sheen Primary School



# Teaching Assistants



Mrs Mitchell

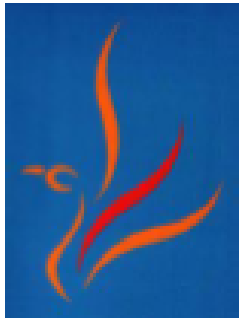


Mrs Kaplan



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:

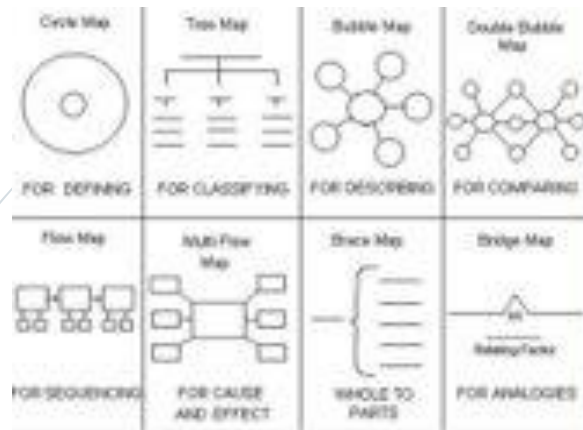
- ➔ curiosity and love for learning
- ➔ collaboration and kindness
- ➔ creativity and enthusiasm
- ➔ resilience and achievement

# We are...

Happy, curious, resilient and kind!



# Thinking Schools tools



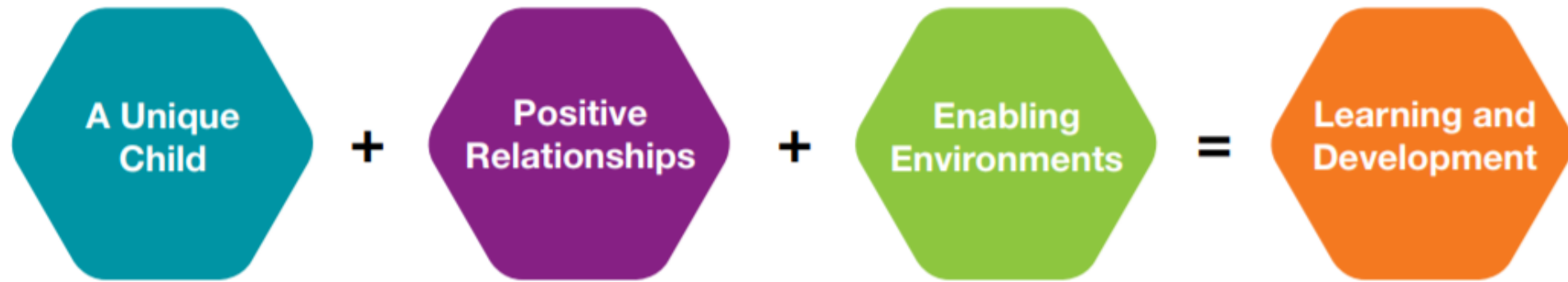
Thinking Maps: a visual teaching tool that provides a method to communicate the thinking that is taking place in the heads of our students, helping them to sort and present information, providing a rich vocabulary to express and discuss their ideas.

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 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

### Playing and Exploring

**ENGAGEMENT**  
Finding out and exploring  
Playing with what they know  
Being willing to 'have a go'

### Active Learning

**MOTIVATION**  
Being involved and concentrating  
Keep trying  
Enjoying achieving what they set out to do

### Creative and Critical Thinking

**THINKING**  
Having their own ideas  
Making links  
Working with ideas

## Areas of Learning and Development

## Birth to 5 Matters Aspects

### Prime Areas

Personal, Social and Emotional Development	Making Relationships
	Sense of Self
	Understanding Feelings
Physical Development	Moving and handling
	Health and Self-care
Communication and Language	Listening and Attention
	Understanding
	Speaking

### Specific Areas

Literacy	Reading
	Writing
Mathematics	Mathematics
Understanding the World	People and Communities
	The World
	Technology
Expressive Arts and Design	Creating with Materials
	Being Imaginative and Expressive



# Personal, Social and Emotional Development (PSED)

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.



# 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

# 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



The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

# 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

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide 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. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.



# 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

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

# 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 20<sup>th</sup> October @ 2.45pm.

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

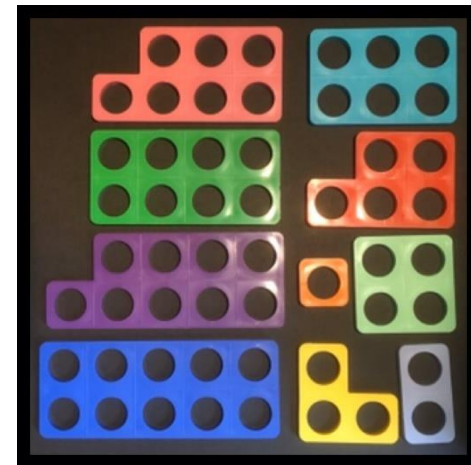
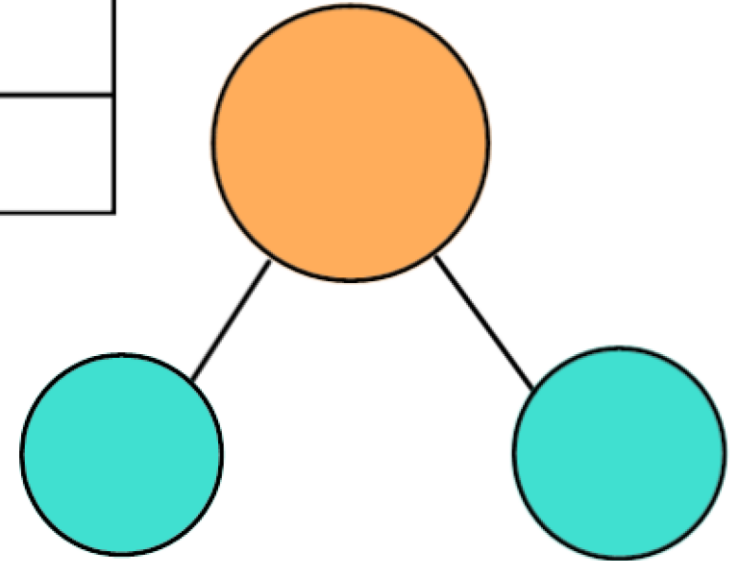
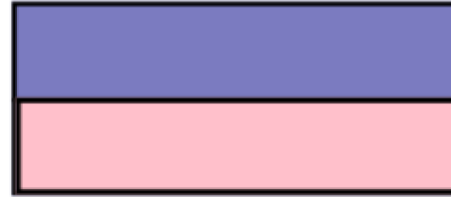
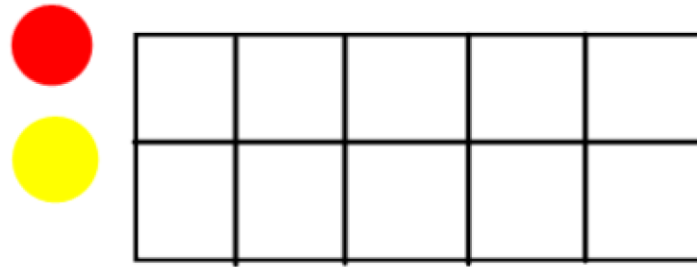
Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

# 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

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

## Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

# 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.



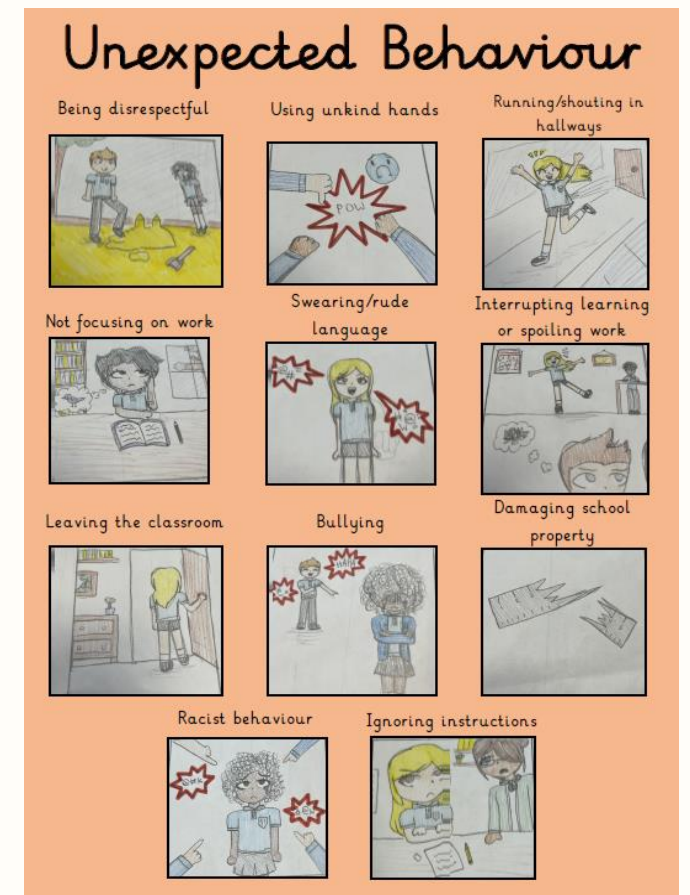


# Miscellaneous...

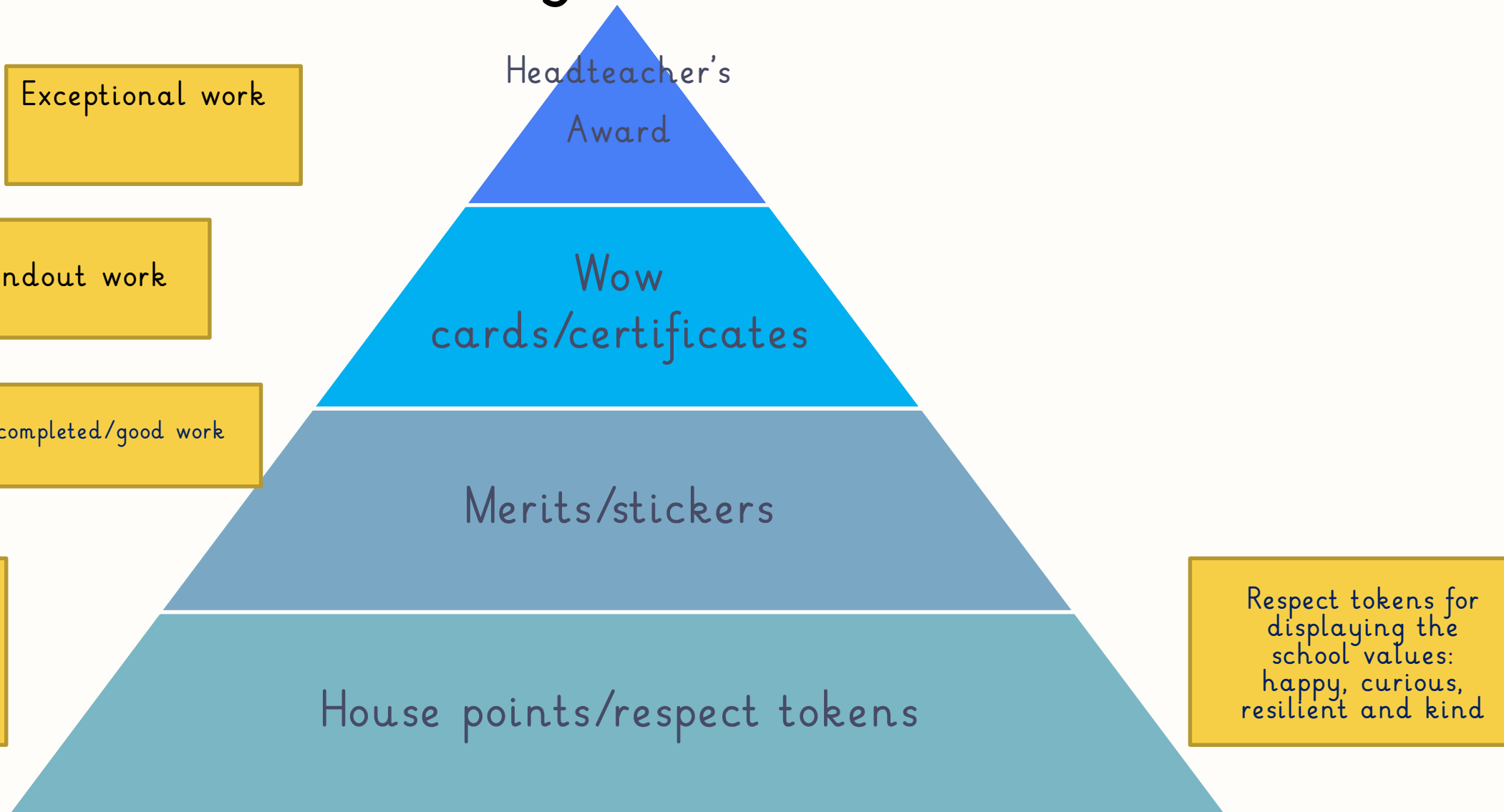
- Snack time/Lunch Time - no nuts, fruit and veg only please
- Homework
- Birthday treats
- Uniform - LABELLING!!
- Hair - long hair needs to be tied up
- Parent help - reading, cooking and trip

# Behaviour

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



# Reward systems at ESPS



# Consequence systems at ESPS

Quick - continue with lesson straight away

Verbal warning

Quiet word whilst rest of the class is busy

1:1 talk

Regulation 'Time-out' with senior leader in a different class

Time-out

Headship



What learning looks like right now in  
Reception at East Sheen Primary School...

Enjoy!

