

Strong beginnings

How we teach the firm foundation for your subject at Phillimore EYFS: a bite-size guide for subject leaders

The Early Years Foundation Stage 2021

Split into 7 areas of learning.

Prime areas are: communication and language, physical development and personal, social and emotional development.

Specific areas are: literacy, mathematics, understanding the world and expressive arts and design.

Each area has a prescribed educational programme that we implement by involving the children in activities and providing experiences that facilitate learning. Those we choose to fit with the stage and not age, the background and interests of the children as well as local, national and international events (e.g. carnival, National bee day or Diwali). **Play is at the heart of all teaching in the EYFS.**

10 COMMON PRINCIPLES OF EARLY YEARS EDUCATION

1. The best way to prepare children for their adult life is to give them what they need as children
2. Children are whole people who have feelings, ideas and relationships with others, and who need to be physically, mentally, morally and spiritually healthy.
3. Subjects such as mathematics and art cannot be separated; young children learn in an integrated way and not in neat, tidy compartments.
4. Children learn best when they are given appropriate responsibility, allowed to make errors, decisions and choices, and respected as autonomous learners.
5. Self-discipline is emphasised. Indeed, this is the only kind of discipline worth having. Reward systems are very short-term and do not work in the long-term. Children need their efforts to be valued.
6. There are times when children are especially able to learn particular things.
7. What children can do (rather than what they cannot do) is the starting point of a child's education.
8. Imagination, creativity and all kinds of symbolic behaviour (reading, writing, drawing, dancing, music, mathematical numbers, algebra, role play and talking) develop and emerge when conditions are favourable.
9. Relationships with other people (both adults and children) are of central importance in a child's life.
10. Quality education is about three things: the child, the context in which learning takes place, and the knowledge and understanding which the child develops and learns.

Tina Bruce

We teach the children not only the content but also how to learn. Those skills, called The Characteristics of Effective Learning, include: **playing and exploring, active learning** and **creating and thinking critically**.

By the end of the EYFS, the children are assessed against the Early Learning Goals (17 statements within the 7 areas) to ascertain whether or not they are ready to access KS1 curriculum.

Since last year, every school is encouraged to design their own unique curriculum to suit the children in their care. Our intent is to provide a plethora of early years experiences to the children so they enjoy learning, are curious and enthused. We aim to teach them all to read, get on with each other and build up stamina and resilience needed in the next stage of their school career.

In order to make it easier for you to narrate the coverage of your subject in EYFS when involved in Ofsted deep dive, I have selected key skills that we will teach EYFS children in order to prepare them to learn various subjects in KS1.

Subject	Area of the EYFS	Key skills/knowledge	How we teach it	Early Learning Goal
PSED	Personal, social and emotional development Communication and language	To recognise my own feelings To start to understand others might feel different than I To use strategies/language to help me deal with social situations To 'have a go'	Zones of regulation Games that require taking turns/sharing Promoting independence Praising the effort not the product P4C	Self- regulation Managing self Building relationships People, culture and communities
PE	Physical development	To manage body movements to complete a goal To hold pencil comfortably To use scissors safely and effectively	Weekly formal PE session Gross motor skills break daily Playdough and malleable	Gross motor skills Fine motor skills
Literacy: a) Speaking and listening b) Reading c) Writing	Communication and language Literacy Physical development	To ask and answer questions To retell a story To use known GPCs to read and write words To write a message that the others can read To say why I like a story	T4W storytelling T4R – story time with talking like a reader modelled to the children Helicopter Stories Pi Corbett Book Study Little Wandle phonics Playdough parlour and malleables	Listening, attention and understanding Speaking Comprehension Word reading Writing
Maths	Mathematics	To understand numbers to ten, including number bonds to 5 To recognise patterns and shapes	Daily White Rose maths input Indoor and outdoor maths Water and sand play	Number Numerical patterns

		To compare quantities		
History	Understanding the world Literacy (comprehension) Communication and language	To speak in past tense To understand places and people change over time To notice difference	Exploring traditional tales Story telling Celebrations Topic 'Who are we' topic P4C sessions	Past and present People, culture and communities
Geography	Understanding the world Mathematics (special awareness) Language and communication	To know places in the local community To read a simple map To understand landmarks on the map are permanent	Termly local walks Library visit Story maps	People, culture and communities The natural world
Science	Understanding the world Communication and language Mathematics	To notice change/difference To experiment with textures and materials To explore nature	Termly local walks Water and sand tray Gloop/cornflour/ice/decay experiments	The natural world Creating with materials Self-regulation
DT	Expressive arts and design Physical development	To use tools safely To join materials To talk about what we create	Tinkering Table Role play prop making Creative Table	Fine motor skills Creating with materials
Art	Expressive arts and design Physical development	To mix colours To use simple tools and materials To talk about what we create	Tinkering Table Painting Creative table Drawing, colour, collage	Fine motor skills Creating with materials
Music	Expressive arts and design	To sing a song To clap out a rhythm To perform in front of an audience	Singing assembly Singing time (nursery rhymes) Discrete music lessons 1x week	Being imaginative and expressive
RE	Personal, social and emotional development Communication and language	To appreciate religions/cultures in the local area and around the world To celebrate difference To tell the nativity story	RE programme Christmas performance Celebrations significant to the cohort as they occur through the year.	People, culture and communities Building relationships

	Understanding of world			
Computing		To understand technology needs to be programmed	BeeBots Remote Control cars Walkie Talkies CD player	