

Langham Primary School

Early Years Foundation Stage



Personal, Social & Emotional Development



Self-Regulation

Managing Self

Building Relationships

Children are supported in a warm, positive and caring environment to help them grow into unique individuals that value themselves and others and become an active member of society.

Becoming me children are helped to see themselves as a valuable individual. Children are supported to become confident to try new activities and show independence, resilience and perseverance in the face of challenge. They set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Children learn to recognise basic character virtues and identify feelings. Children learn to show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Children learn to manage their own basic hygiene and personal needs, including dressing, eating and drinking, washing and toileting. Children learn the importance of being healthy, including physical activity, diet and sleep.

Becoming a friend children are supported to build constructive and respectful relationships by developing a positive self-image, an understanding of the concept of a friend and an ability to think about the perspectives of others. Children are taught that everyone is different and special and that differences should be celebrated. They are able to express their own feelings and consider the feelings of others and show sensitivity to their own and to other's needs. Children are supported to work and play cooperatively and take turns with others giving focused attention to what others say, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Becoming a citizen through working together and collaborating with others children begin to learn about diversity, language, culture, living environments, abilities and needs. Children begin to follow rules in different situations and are able to explain the reasons for rules, know right from wrong and they try to behave accordingly. Children learn about the world in which they live and begin to learn about the roles performed by members of their family and those beyond their family e.g. doctors, firefighters, teachers, police officers. Children begin to learn about money, where it comes from and how it is used. Children learn about their environment and what might be done to care for it.

Physical Development

Gross Motor Skills

Fine Motor Skills



Strength and Gross motor skills: They demonstrate strength, balance, coordination and agility when playing.

Children negotiate space and obstacles safely, with consideration for themselves and others.

They move energetically and with developing control and grace, such as running, jumping, dancing, hopping, skipping and climbing.

They combine different movements with ease and fluency.

They develop a range of ball skills including throwing, catching, kicking, passing, batting and aiming.

Fine motor skills: They develop their fine motor skills so they can use a range of tools competently, safely and confidently including pencils, scissors, paintbrushes and cutlery.

They develop the foundations of a handwriting style which is fast, accurate and efficient. Children hold a pencil effectively in preparation for fluent writing, using the tripod grip.

They begin to show accuracy and care when drawing.

Children know and talk about the different factors that support overall health and well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being safe when out.

They further develop the skills needed to manage the school day.

A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environment

The environment plays a key role in supporting and extending children's development and learning.

Learning and Development

Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.



Characteristics of Effective Learning

The characteristics of effective learning support the development of the Unique Child in **how** children are learning. 'The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.'

Playing & Exploring

Finding out & exploring
Using what they know in their play
Being willing to have a go

Active Learning

Being involved & concentrating
Keeping on trying
Enjoying achieving what they set out to do

Creating & Thinking Critically

Having their own ideas
Using what they know
Choosing ways to do things and finding new ways



Communication, Language and Literacy

We provide lots of rich opportunities for children to develop a love of literacy and an ability and confidence to communicate



Listening, Attention and Understanding

Speaking

Comprehension

Word Reading

Writing

Communication and language underpin the learning in every area so it is important that children are able to convey meaning to others by being able to listen, talk and join in.

Communication and Language: Children learn to pay attention to others, decipher body language, listen carefully, understand words and their meaning and keep information in mind. Children understand how to listen carefully and why listening is important by listening to stories; taking part in role play, storytelling, conversations and discussions. They listen to and talk about stories to build familiarity and understanding and retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.. They listen carefully to rhymes and songs paying attention to how they sound and learn rhymes, poem and songs. They engage in non-fiction books and listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. They listen attentively and respond to what they hear with relevant questions, comments and actions. They choose sounds and words and learn and use new vocabulary appropriately. They organise and order words into coherent thoughts in well-formed sentences connecting ideas or actions using a range of connectives so they can articulate their own ideas, thoughts and feelings about their experiences in some detail; connecting ideas, describing and sequencing events and using talk to talk about and retell stories, rhymes, poems, songs and non-fiction, take part in imaginative play, ask questions to find out more and to check they understand what has been said to them, help work out problems, organise thinking and activities and explain how things work and why things might happen. Children develop social phrases and language to express feelings and take turns and participate in communication with others.

Literacy: Children learn words and language skills from listening to and engaging with stories, songs and conversations. Our curriculum is focussed around developing oral language, reading aloud and sharing. Children demonstrate understanding of what has been read to them by retelling stories and narratives, describing settings, events and characters, anticipating key events in stories and using and understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Children are taught to read some common exception words and say a sound for each letter in the alphabet and read some letter groups that represent one sound and say sounds for them, read words, simple sentences and books that are consistent with their phonic knowledge by sound blending. Children re-read books to build confidence, fluency and enjoyment. Learning to write is linked to a child's motor development and growing phonological awareness. Children are taught how to write by taking part in gross and fine motor control activities that develop the skills needed for pencil control and forming letters accurately. They spell words by identifying sounds in them and representing the sounds with a letter/s. They write for a variety of purposes and re-read what they have written to check that it makes sense.

We use a structured approach to the learning of phonics, reading and spelling using Jolly Phonics.

Understanding the World

We provide our children with lots of opportunities to learn about the world around them, encouraging their natural curiosity and inquisitive nature, drawing on their experiences, their interests and what has been read. We provide first hand experiences for the children to explore, using their senses to observe, find out, ask questions, investigate and describe what they see, hear and feel.



Past and Present	People, Culture & Communities	The Natural World
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The Natural World: Our outdoor classroom, school grounds and local visits provide opportunities for the children to explore the natural world around them using all of their senses, making observations, describing, asking and responding to questions, drawing pictures of animals and plants and developing their scientific enquiry skills. Children are given opportunities to look after plants and animals; finding out about the basic needs of humans, plants and animals and developing their understanding of how they might have an impact on the environment and how they can take care of the natural world around them. Children look closely at similarities and differences in nature, name and describe familiar plants and animals, describe the impact of the weather and seasons on their daily life, investigate simple forces, light and sounds and explore how objects move in different ways depending on size and weight. They develop an understanding of some important processes and changes in the natural world around them, including the seasons and changing states of matter. They ask questions such as ‘What would happen if....?’ And record their findings, ideas and observations.

Past and Present: Children talk about past and present events in their own life and that of family members and comment on images of familiar situations in the past. They can sequence and retell stories and significant events from their own experiences. They identify some similarities and differences between things now and in the past and understand the past through settings, characters and events encountered in books and storytelling. They compare and contrast characters from stories, including figures from the past. They explore artefacts and use vocabulary to express the passing of time. They know that they and the world around them changes with the passing of time.

People, culture and communities: Children name and describe people who are familiar to them and talk about the lives of the people around them and their roles in society. Children recognise that people have different beliefs and celebrate special times in different ways and understand that some places are special to members of their community. They know some similarities and differences between different religious and cultural communities in this country and between life in this country and life in other countries drawing on their experiences and knowledge from stories, non-fiction texts and maps. They use some geographical vocabulary to describe their local environment and talk about similarities and differences between different locations and environments. They can interpret a simple map of the classroom and an aerial view of the school and can draw a simple map of the classroom or outdoor area. They explore maps of the world and a globe and can see where their country is in the world in relation to others.

Design and technology: Children experiment with a range of techniques to improve practical skills by exploring and combining materials. Designing and making they come up with some design ideas (think), test them out (make), evaluate (break) and improve (repeat) taking inspiration from products. Children are encouraged to be curious about how products are made, taking them apart and rebuilding. Children explore a range of objects and talk about similarities and differences between them. They make judgements about properties of different materials and their suitability for construction and test out the properties of materials. They draw what they are going to make and explain designs. They experiment with designs and materials and use tools safely. They describe how a product is made up of many parts and explain what they are happy with in a product and how they will tweak the design to improve it.

Expressive Arts & Design

Creating with materials

Being Imaginative and Expressive



Artistic learning helps us to become confident and express our ideas. It promotes cultural awareness, self-expression, creativity, well-being, physical, emotional, social and academic development as well as being intrinsically rewarding and important for its own sake.

Children create collaboratively sharing ideas, resources and skills.

Visual arts invite children to imagine, solve problems, express ideas and emotions, and make sense of their experiences. Children are encouraged to appreciate as well as create artworks and express themselves. They express their thoughts about art, relate it to their experiences and begin to think about an artist's point of view. Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function and use and refine a variety of artist effects to express their ideas and feelings. They use painting and drawing to represent actions and objects and make intentional representations, deciding beforehand what they want to depict and can use art to represent feelings. They use a wide variety of tools for a purpose with developing expertise. They return to and build on their previous learning, refining ideas and developing their ability to represent them. They share their creations, explaining the process they have used.

Music involves hearing and listening, vocalising and singing, moving and dancing, exploring and playing. They listen attentively, move to and talk about music, expressing their feelings and responses. Children enjoy playing a wide variety of instruments and exploring the sounds instruments make. They match an instrument to a sound, describe the quality of a sound as e.g. loud, quiet, long, short and begin to play instruments with some precision and accuracy. They enjoy listening to different genres of music and can describe changes within a piece of music. Children sing a large repertoire of songs and nursery rhymes from memory and enjoy singing and performing in a group. They have some pitch control and rhythmic accuracy and enjoy changing words in songs. They sing in a group or on their own, increasingly matching the pitch and following the melody. They enjoy marching, dancing, jumping, twirling, skipping, tip-toeing etc. to music and clap in rhythm. They move rhythmically to a regular beat and can keep in time with the music. They perform and try to move in time with music.

Dancing involves experimenting with different ways of moving, exploring what the body can do, using a range of stimuli and props. Children move in a variety of ways demonstrating increasing fluency in their movements. They move to different musical rhythms and tempos and explore and move with appropriate actions in response to a stimulus and enjoy dancing to music from other cultures. They copy movements and create dances with movements and gestures to express ideas and feelings, they express emotions through facial expressions, stance and glance. Children watch and talk about dance and performance art, expressing their feelings and responses. They describe how dancing or watching dance makes them feel.

Playing: and Pretending involves acting out real-life situations they have seen or heard and taking on the role of different characters. Pretend play teaches children self-regulation as children create and follow rules, gives children an emotional outlet to explore their thoughts and feelings, it teaches conflict resolution and supports literacy as children invent, adapt and recount stories and narratives and create text to support their play. Acting out stories helps children understand narrative structure and characters motivations. They use language which includes understanding, use of inference, predicting and non-verbal communication such as gestures and facial expressions. They develop storylines in pretend play, take on multiple roles, plan and sequence themes in their play and create play scenes. They collaborate with others planning roles and scenarios and make use of props and materials when role playing.

Mathematics

Number

Numerical Patterns



Children are provided with lots of opportunities and given time to play with and explore numbers, patterns, shapes and measures, engage in extended problem solving and develop their critical thinking skills in order to develop a deep understanding of numbers to 10 and recognise the pattern of the counting system.

Counting: Children are taught to recite number names in order to 20 and beyond, say what comes before and after a number, understand the one more than / one less than patterns as they count on and back., recognise numerals and to link a numeral with its cardinal number value. Children count with 1 to 1 correspondence and say how many. They represent amounts in different ways and can count out the required number of objects from a larger group. They use their own mark making, draw or write numerals to represent numbers.

Number sense: Children are helped to develop an understanding of what numbers mean: understanding quantity, names associated with that quantity, develop their understanding of 0, identify representations of 0 to 10, order and compare representations and numbers, more or less, and an ability to subitise. Children are taught to subitise (instantly recognise small quantities without counting) to six in familiar and non-familiar arrangements. They subitise or count to find how many and make their own collections of objects. They identify first to tenth and place numbers on number lines 0 to 20. **Fingergnosis:** The physical act of counting on fingers develops number sense. Children are taught to connect fingers with numbers and to use their fingers as an important mathematical resource.

Number operations: Children use real objects to see that the quantity of a group can be compared, ordered and changed by adding more or taking objects away. They count on and back, compare quantities recognising when one quantity is greater than, less than or the same as / equal to the other quantity. They explore the composition of numbers to 10 by decomposing them into smaller parts both equal and unequal and composing them to form the whole to develop their understanding that all quantities are composed of smaller quantities. They create mathematical stories in meaningful contexts using first, then, now structure and represent number stories using 10 frames, number tracks and their fingers. Children recall number bonds for numbers to 10 and learn double means ‘twice as many’. Children are given opportunities using real objects and mathematical equipment to explore and represent patterns within numbers up to 10 including odds and evens, double facts and how quantities can be distributed equally. They find answers to problems involving addition, subtraction and sharing.

Patterns: are all around us and exploring them helps us to understand them as well as develop spatial reasoning. Children are given lots of opportunities to discover and talk about patterns. They recognise and describe core units of a pattern. They continue, copy and create repeating patterns.

Measurements: is a way to use numbers to describe and compare things. Children make comparisons between objects relative to size, length, weight and capacity and order objects based on these comparisons. Children describe measurable attributes of objects and predict and discuss comparisons of attributes using an increasing amount of measurement vocabulary. They use a variety of measuring tools including non-standard units, a timer and a calendar. They sequence and order events.

Shapes: Children learn attributes to identify and describe shapes. They recognise 2D and 3D shapes, corners, edges, sides and faces. They describe the faces on a 3D shape, make pictures using 2D shapes, put 2D shapes together, build structures with 3D shapes and explore shapes within shapes. They compose and decompose shapes so that they recognise a shape can have other shapes within it, just as numbers can.

Sets: are ways of grouping and comparing things. Children use multiple set sorting by focusing on different attributes. They compare and order sets using mathematical attributes. E.g. the set that has the most (quantity), the set that has the biggest objects (magnitude)

Spatial relationships: Children describe where an object is using spatial language, they follow and give a sequence of directions, they follow and make simple maps and can plan and discuss different routes. They select, rotate and manipulate objects to make shapes fit in order to develop spatial reasoning skills.

Data: Children gather information and then organise it in a way that helps to answer questions. Children sort objects for a reason, create and interpret simple sets, graphs and pictograms. They say which has more and which has less on a bar graph and can make labels for a graph.