



# Lancing Prep Worthing

A Lancing College Preparatory School



## Curriculum Guide for EYFS

2022–23

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# Early Years Foundation (EYFS)

The Early Years Foundation Stage is the Statutory Framework that sets the standards for the development, learning and care of children from birth to five years of age. The EYFS gives guidance on the observation, planning, assessment and teaching of children whilst allowing staff to respond flexibly to the particular needs and interests of the child. The learning experience aims to inspire the child inside and outside of the classroom. Our curriculum is designed to meet the criteria outlined in the EYFS Framework. Specific learning objectives are designed around three prime areas and four specific areas.

The prime areas of learning are:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

The specific areas of learning are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals that define the expectations for most children to reach by the end of the Foundation Stage.

## THE CHARACTERISTICS OF EFFECTIVE LEARNING AND TEACHING

The ways in which a 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 enable the child to become an effective and motivated learner.

EYFS Staff provide a stimulating, nurturing environment where each child's needs are catered for through our activity-based curriculum. Children learn through a wide and varied range of play activities. We firmly believe that learning should be absorbing, challenging and plenty of fun! This approach provides a basic grounding in numeracy and literacy, thereby enabling children to progress into the next stage of their education with a sense of achievement and confidence.

Many of the activities we cover are based around themes generated by the children. These may include themes such as Ourselves, Our School, Festivals and Celebrations, Space, Pirates, Animals, Traditional Stories or Journeys. These themes are not exclusive and will change according to the children's interest.

In order to extend the children's learning within our themes, visitors are invited to School to talk to the children/give demonstrations e.g. the Police, the Fire Service, Jaws 'n' Claws and Health Service Professionals (including a dental practitioner). We encourage parents or other relatives to come to read stories or to tell the children about their religious festivals.

The Characteristics of Effective Learning and Teaching are communicated to the children through use of the LPW Learning Powers: Relating Red Fox, Resilient Ruler, Reflective Robot and Resourceful Ranger. Each of these characters has powers related to the Characteristics of Learning and Teaching. Children in Reception are introduced to these characters through assemblies and posters explaining the Learning Powers are displayed in classrooms. The Learning Powers characters are used as prompts to remind children of the skills they need to use to enhance their

## Early Years Foundation (EYFS)

ability to learn. Children are rewarded for utilising the Learning Powers characteristics in their work through use of stickers and Headteacher Awards linked to the characters, eg a 'Resilient Ruler Award'. Children in Nursery/Pre-School focus upon the character of Relating Red Fox which is, in turn, linked to the Prime Areas particularly PSED.

# The Prime Areas of Learning

## 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 build children's language effectively. EYFS Staff read frequently to children, and engage them actively in stories, non-fiction, rhymes and poems, then provide them with extensive opportunities to use and embed new words in a range of contexts. Through conversation, storytelling and role play, children share their ideas with support and modelling from their teachers, and sensitive questioning invites them to elaborate. In this way children become comfortable using a rich range of vocabulary and language structures.

## SPEAKING AND LISTENING

Children are encouraged to express themselves clearly to individuals, groups, the whole class and, through assemblies and concerts, to a wider audience. All subjects include opportunities for discussion and children are also encouraged to share their experiences and talk about interesting events in 'circle time'.

## PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

Personal, Social and Emotional Development (PSED) is the promotion of personal qualities, skills, attitudes and values which enable individuals to think for themselves, manage relationships with others, understand moral issues, accept responsibilities and prepare to play an active role as citizens. 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 are supported to manage emotions, to develop a positive sense of self, to set themselves simple goals, to 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 the importance of oral health, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.

## PHYSICAL DEVELOPMENT

The aims of Physical Education are to develop children's gross and fine motor skills through:

- developing a range of physical skills
- developing stamina and strength
- developing an appreciation of fair play, honest competition and good sportsmanship
- developing an appreciation of the aesthetic qualities of movement
- learning how to co-operate with others and work successfully in pairs, groups and teams
- developing physical and mental co-ordination, self-control and confidence
- developing self-confidence through the understanding of one's own capabilities and

## The Prime Areas of Learning

limitations

- providing opportunities for the participation in challenging experiences in a variety of environments
- motivating each other so that they retain a lifelong interest in all aspect of PE and recognise the importance of living and maintaining a healthy life
- encouraging the safe, correct use of a variety of tools, including writing implements
- developing good hand control when drawing and writing

Both the Nursery/Pre School and Reception have secure and well-equipped outdoor play areas which are used throughout the school day. As a School we have access to a number of facilities such as a grass field, hard court, tarmac playground as well as additional facilities at Lancing College.

To develop their ability to execute movements with increasing control, children in the Nursery/Pre School visit the school gym throughout the week where they are taught by Nursery/Pre-School Staff. Children work on a range of balancing and climbing apparatus in the gym to further develop gross motor skills. They use a variety of small equipment such as balls, hoops and beanbags in games to further develop control and skill. They learn to co-operate as part of a team through games and activities including parachute games. Children are encouraged to respond to music and create dances, to move confidently, with increasing control and co-ordination and an awareness of space and others. Our eldest Pre-School children have weekly swimming sessions during the Autumn and first half of the Spring terms. They also learn to manipulate small objects and participate in cutting, colouring and line drawing activities, dough gym activities and in simple writing activities, which in turn will develop their fine motor control (pencil skills). Nursery/Pre School children also participate in a yoga class once a week. These classes provide an opportunity for the children to practice yoga poses that build strength, balance and flexibility. Yoga is taught in a fun, imaginative way where the children pretend to be different types of animals in far off locales. Their lessons culminate in a final rest or relaxation period which helps increase focus, mind/body awareness and self-regulation skills.

Reception children take part in gym and games lessons throughout the week and are taught by a member of PE Staff; they also have a block of weekly swimming lessons during the school year. Children also refine their fine motor control through regular 'Funky Fingers' activities.

Children in the EYFS work both inside and out to develop increasing control over their bodies and they learn about the importance of healthy eating, hygiene and exercise in their daily lives. They are encouraged to handle appropriate tools, objects, construction and malleable materials safely and with increasing control.

## THE SPECIFIC AREAS OF LEARNING: LITERACY

Within the Early Years Foundation Stage Literacy consists of Reading and Writing.

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 in Nursery/Pre School

#### Reading

As with many other areas of development, reading does not just happen. Children have to learn quite a few skills first, sometimes called 'pre-reading skills'. Reading is partly about being able to remember and decode symbols. Many of the shapes of letters and words in English are quite similar. For children, this means building on their ability to observe and discriminate between shapes. In Nursery/Pre-School our curriculum includes specific activities which will help children develop these skills, which are essential before any reading can take place. Activities such as jigsaw puzzles, matching games such as lotto, observing objects closely and sorting items help children build their memory and visual discrimination skills.

In Nursery/Pre-School we make reading part of our everyday routine so that children quickly pick up subtle skills, such as which way to follow the print of a book, how to use pictures to help decode the words and how to recognise initial letters. The structure of a book is explained - the book cover, title, author and how we read from left to right. The children also learn how to treat books with care and respect.

#### Writing

Nursery/Pre School children are encouraged to make marks, which in time will support their early writing skills and we ensure this is fun by making marks in shaving foam, paint, the air, using tools in the sand or sticks in the mud. All these activities develop children's hand-eye co-ordination, accuracy and confidence, which is required for when children are ready to use pencils and begin letter formation. A wide selection of mark making implements are always available (pencils, wax crayons, felt pens, chalks etc) and children are shown how to hold these correctly to ensure good hand control.

#### Phonics

Along with visual discrimination, children have to develop their ability to hear differences in sounds. It is important that children can 'hear' the sounds before they can read and spell words. Nursery/Pre-School children are introduced to the seven aspects of phonological awareness: Environmental Sounds, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration and Oral Blending and Segmenting which supports the development of speaking and listening and awareness of sounds. We focus on play activities that provide children with the opportunity to enrich their language across all areas of the curriculum.

## THE SPECIFIC AREAS OF LEARNING: LITERACY

### Literacy in Reception

#### Phonics/Reading

In Reception the programme of developing phonological awareness continues, alongside a structured approach to learning grapheme-phoneme correspondence delivered through the Jolly Phonics scheme. The children are told stories and learn the songs and actions for each sound. This begins with single phonemes in the Nursery/Pre School and then progresses in Reception to the written letter and digraphs such as 'sh', 'ch', 'th', 'ee', 'or', 'ai', 'ng', 'ie', 'oa', 'ou'. These sounds are stuck into a sound book which is sent home for daily practice. Basic words are taught using word bags which are sent home for blending practise. Flash card games enable the pupils to recognise phonemes, digraph and trigraphs (the letter sounds) and later, 'tricky words' (irregular words that cannot be sounded out) by sight. They use their knowledge of the sounds of the letters to blend and read words. Children are taught to read through a range of genres and texts, including picture books, where they begin to make up their own stories. They are also encouraged to borrow books from the library. Great emphasis is placed upon the enjoyment and understanding of the written word. Reception children read to an adult on a one-to-one basis twice a week. Reading books are sent home for daily practice and are changed regularly. Older children are encouraged to come to the Nursery/Pre-School and Reception to share stories with the younger children.

#### Writing

Children are encouraged to express themselves on paper, writing for a variety of purposes, including stories, poems, factual accounts, recipes, lists and letters. Mark making equipment is provided in all areas for the children to use in their independent play. In written work children are encouraged to try emergent writing initially, then use their phonic knowledge to segment and write words in their independent work. Once 'tricky words' have been learned in Reception the children are encouraged to begin to spell them. By the end of Reception many can confidently complete independent written work.

#### Handwriting

Correct letter formation is practised regularly. The children learn cursive writing through the ThinkWrite scheme. We encourage the children to use a triangulation grip using their 'tripod' fingers. In Reception children take part in a regular routine called 'Funky Fingers' which aims to strengthen the muscles of the arms and fingers and develop the fine motor skills required to hold and use a pencil effectively.

Children in Reception enjoy marking making with a variety of media including paint, chalk, sand and shaving foam both indoors and outdoors.



## THE SPECIFIC AREAS OF LEARNING: 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, the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. Children are encouraged to 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.

In Nursery/Pre-School and Reception children learn mathematical skills and problem solving skills through a multitude of practical activities, using mathematical equipment and taking part in games on the interactive whiteboard. The pupils revisit all areas regularly during the year to ensure they have a good understanding of mathematical concepts. By the end of the EYFS children will have taken part in and learned about the following topics:

### Sorting Activities

- Sort by colour, size, shape and type
- Select own criteria for sorting

### Counting

- Count sets of objects reliably
- Estimate sets of objects
- Use a number line correctly
- Put numbers in the right order
- Repeat patterns using objects and numbers
- Use ordinal numbers, e.g. first, second, third

### Addition and Subtraction

- Know one more/one less than a given number
- Count on or back from a given number
- Use quantities and objects to add and take away
- Have an understanding of number bonds to 5 and to 10
- Solve simple problems in practical contexts involving sharing, halving and doubling

### Shape

- Explore the properties of 2D shapes – circles, triangles, squares, rectangles, hexagons and use mathematical language to describe them
- Explore the properties of 3D shapes – cones, cylinders, cubes, cuboids, spheres and use mathematical language to describe them
- Use positional language (above, below, under, next to, between)

### Measures

- Use language to compare 2 quantities (long/longer, short/shorter, tall/taller, high/higher, low/lower, wide/wider, narrow/narrower)
- Compare without measuring
- Estimate and order
- Estimate and order starting with heaviest/lightest
- Explore which container holds more/less
- Order according to capacity

### Patterns

- Recognise, create and describe patterns e.g. repeating patterns, symmetrical patterns

## THE SPECIFIC AREAS OF LEARNING: MATHEMATICS

### Time

- Know the day
- Order the days of the week
- Name the months and seasons of the year
- Use the language of time
- Use simple timers to measure periods of time

### Money

- Recognise coins to £2
- Begin to add and subtract and give change up to 10p.

## THE SPECIFIC AREAS OF LEARNING: UNDERSTANDING THE WORLD

This area involves guiding children to make sense of their physical world and their community. This is done by providing opportunities to explore, observe and find out about people, places technology and the environment.

Children are encouraged to explore and investigate, drawing on their own personal experiences and observing closely using their senses.

Understanding the world is divided into three sections:

- People, Culture and Communities
- The Natural World

We aim to equip the children with the following skills:

- Show curiosity and interest in the features of objects and living things
- Describe and talk about what they see
- Show curiosity about why things happen and how things work
- Show an understanding of cause and effect
- Notice and comment on patterns
- Show an awareness of change
- Investigate objects and materials by using all of their senses as appropriate
- Find out about and identify some features of living things, objects and events they observe
- Look closely at similarities, differences, patterns and change
- Ask questions about why things happen and how things work
- To talk about their own immediate environment and understand differences between life in this country and in other countries
- To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- To use and talk about a range of technology.

These skills are often taught through the EYFS topics.

Parents are invited to talk to EYFS children about their professions or their heritage, as part of 'Understanding The World'. We also have interactive whiteboards in the classrooms and access to sets of iPads.

### Forest School

Forest School is a child-centred inspirational learning process. It is a long-term program that supports play, exploration, and supported risk-taking and develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.

In the EYFS, children have regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in our Forest School Area. Mrs. Stephens is our qualified Forest Schools Practitioner, and leads all the sessions in our Forest School Area. EYFS children enjoy weekly Forest School sessions whatever the weather: learning about fire safety, building shelters and dens, going on mini-beast hunts and building mini beast hotels, building assault courses with logs and wood, doing art and craft like flower pressing, and working with clay. The possibilities are endless!

Further information about Forest School at LPW can be found in the 'Forest School – Information for Parents' Handbook.

## THE SPECIFIC AREAS OF LEARNING: EXPRESSIVE ARTS AND DESIGN

Creating with Materials and Being Imaginative and Expressive form part of the Expressive Arts and Design strand in the Early Years Foundation Stage. Pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape, space, pattern and texture and use them to represent their ideas and feelings. Children are also encouraged to express themselves through role-play and imaginative play, making use of props and materials. They are encouraged to invent, adapt and recount narratives and stories with peers and their teachers. Children are also encouraged to express themselves through musical activities.

In this area we aim to teach children to:

- Explore different mark making using a variety of materials
- Draw from observation
- Explore shape, size, pattern and texture
- Use different pencils to achieve different effects (tones)
- Produce imaginative drawing
- Draw myself (full figure using pencil)
- Use paint and other mediums to explore; Autumn colours, light/dark colours, primary colours, hot and cold colours
- Create models from junk
- Explore properties of different mediums
- Repeat patterns and shapes
- Experiment with clay to realise its shape and texture can be changed
- Explore the qualities of different fabrics
- Recognise the similarities and differences of various materials
- Explore ways of threading materials
- To talk about their creations and explain the processes they have used
- To create and use props to support their imaginative play.

### Music

Children in Nursery/Pre-School and Reception have music lessons with our Head of Music. They use percussion instruments, learn songs and clap rhythms, they prepare songs for performance at the Harvest Festival, the Christmas Production and assemblies to which parents are invited. They also learn many songs within the classroom, including well known nursery rhymes.

The lessons aim to:

- Develop musical memory and accurate pitching through listening and singing
- Explore the singing voice and different kinds of voice production
- Sing in a class, in a group and as an individual
- Develop a sense of pulse
- Learn simple musical terms including tempo, sound, silence and rhythm
- Develop listening skills
- Explore and experience concepts of musical opposites: loud, soft, high, low, fast, slow, sound, silence

## **THE SPECIFIC AREAS OF LEARNING: EXPRESSIVE ARTS AND DESIGN**

- Develop confidence and self-esteem

Children will also explore the musical topics related to their cross curricular topics.

**Be Brilliant**  
**Be Inspired**  
**Be You**

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