



Lancing Prep Worthing

A Lancing College Preparatory School



Curriculum Guide for EYFS

2026–27

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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, Pirates, Animals, Traditional Stories or Journeys. These themes are not exclusive and will change according to the children's interest.

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 and Health Service Professionals (including a dental practitioner). We encourage parents or other relatives to come and read stories if they speak another language 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. Children in Reception are introduced to these characters during assemblies and lessons. The Learning Powers characters are used as prompts to remind children of the learning skills they need. Children are rewarded for utilising the Learning Powers characteristics in their work

Early Years Foundation (EYFS)

through use of stickers and Headteacher Awards. Children in Nursery/Pre-School focus upon the character of Relating Red Fox, which is linked to the Prime Areas, particularly PSED.

THE PRIME AREAS OF LEARNING

Communication and Language

The development of spoken language underpins all areas of learning in the EYFS. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. In our language-rich environment, children build communication skills through meaningful interactions with adults and peers, storytelling, role play, rhymes, poems and non-fiction texts. Practitioners extend children's vocabulary through conversation, modelling and questioning, helping them to express their ideas with increasing confidence and clarity. Children are encouraged to communicate with individuals, groups and the wider school community through activities such as assemblies and performances. Opportunities for discussion are embedded across the curriculum, and children regularly share their experiences and interests with others using photographs from home that are published on Tapestry.

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.

The Zones of Regulation is a wellbeing approach that we teach throughout the academic year. It teaches children about their emotions, and how to manage and regulate themselves throughout their day. Identifying which zone they are in and which one they need to transition to, means they can problem solve and manage their emotions to be in a calm, okay and ready to learn state.

Information about the Zones of Regulation can be found on our website and in our Parent Handbook.

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 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 aspects 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. They have a weekly lesson with a member of PE staff; other sessions are taught by Nursery/Pre-School staff. 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 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. 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).

Children in the EYFS work both inside and out to develop increasing control over their bodies and they learn about the importance of 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 must learn quite a few skills first, sometimes called 'pre-reading skills'. Reading is partly about being able to remember and decode symbols. 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, 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 children 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.

Literacy in Reception

Phonics/Reading

In Reception, early reading is taught through the Read Write Inc. phonics programme. Building on the phonological awareness developed in Nursery and Pre-School, children follow a structured and systematic approach to learning grapheme-phoneme correspondences. Through daily RWI phonics sessions, children learn to recognise and accurately pronounce sounds, alongside developing their blending and segmenting skills for reading and spelling. A range of engaging Read Write Inc. activities, including flashcard games and partner work, help children to quickly recognise letter sounds and read both decodable words and 'red words' (words that cannot be sounded out). As their confidence grows, children apply their phonics knowledge to read increasingly complex words and sentences. Reading books are carefully matched to each child's current Read Write Inc. phonics stage, ensuring that they practise and consolidate the sounds and blending skills they have already been taught. Reception children read regularly with adults, including one-to-one reading sessions twice a week, and are supported daily by teaching staff during phonics lessons. Children are also encouraged to borrow books from the library to foster a love of stories and reading for pleasure.

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. Children are encouraged to try emergent writing initially, then use their phonic knowledge to segment and write words in their independent work. Once 'red words' have been learned in Reception, the children are encouraged to begin to spell them. Children take part in weekly sentence writing activities to teach them about sentence structure, finger spaces and the use of a capital letter at the beginning of a sentence and a full stop at the end. At the beginning of the year, this starts with drawing a picture and giving meaning to the marks they make and by the end of Reception many can confidently complete independent written work.

Handwriting

The children learn correct letter formation following the Read Write Inc. mnemonics for handwriting, which are used in the Phonics lessons. 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

Strong number skills provide the foundation for future mathematical success. Children develop confidence in counting, a secure understanding of numbers to 10, and the relationships and patterns within them through frequent, varied experiences using practical resources. The curriculum also supports the development of spatial reasoning across shape, space and measure, while encouraging children to explore patterns, make connections, discuss their thinking and approach mathematics with confidence and curiosity.

Children develop mathematical understanding and problem-solving skills through practical activities, games and the use of mathematical resources. Concepts are revisited regularly to secure learning and deepen understanding. We follow the White Rose Maths scheme, which supports children through key vocabulary, stem sentences and hands-on experiences. By the end of the EYFS, children will have explored and developed understanding across the following areas:

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
- Begin to understand the pattern of odd and even numbers

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 the composition of numbers to 10
- Have an understanding of number bonds to 5 and to 10
- Solve simple problems in practical contexts involving sharing 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

Time

- Know the day

THE SPECIFIC AREAS OF LEARNING: MATHEMATICS

- 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

THE SPECIFIC AREAS OF LEARNING: UNDERSTANDING THE WORLD

This area involves guiding children to make sense of their physical world and their community. 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:

- Past and Present
- 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
- Explore how things work
- 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, and change
- Ask questions about why things happen and how things work
- To gain an understanding of the differences between the past and now
- To talk about members of their own immediate family 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.

Explore Curriculum and Outdoor Learning

Reception and Nursery/Pre-School children have regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in our Outdoor Learning Area. Through the Explore Curriculum, children learn through curiosity, investigation and play, developing independence, resilience and problem-solving skills in a natural environment. Outdoor learning provides rich opportunities for children to collaborate, take managed risks, explore the world around them and build meaningful connections with nature. These experiences support wellbeing, creativity and communication while fostering a sense of responsibility for the environment and a lifelong love of learning.

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. 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 recycled materials
- Explore properties of different mediums
- Repeat patterns and shapes
- Experiment with clay
- Explore the qualities of different fabrics
- Recognise the similarities and differences of various materials
- Explore ways of threading materials
- Talk about their creations and explain the processes they have used
- 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
- Develop confidence and self-esteem

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

**Love Learning
Be Kind
Go Out into the World and Do Good**

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