

# Redhill Primary Academy



## Early Years Curriculum from 2021

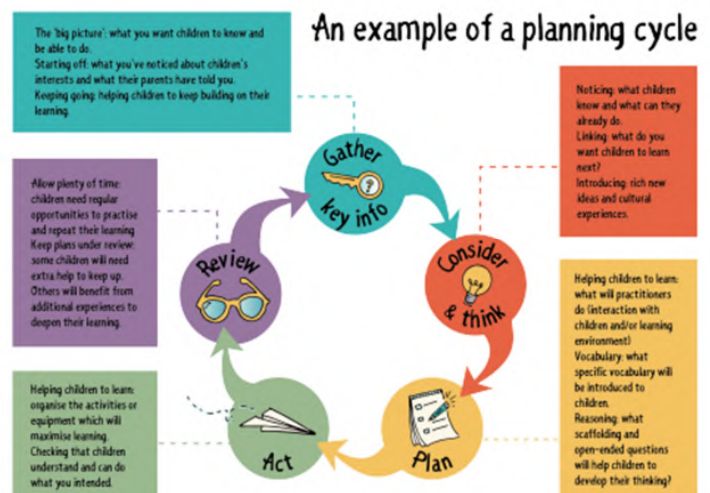
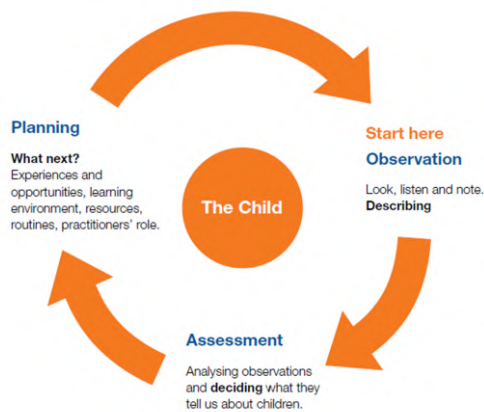
At Redhill Primary Academy, we follow the EYFS early adopter framework. Within this framework, there are four guiding principles which shape our practice:

1. **Every child is unique**, who is constantly learning and can be resilient, capable, confident, self - assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents/or carers.
4. Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)



### The Beginning of our Learning Journey

Here at Redhill we always start with the unique child by gathering information from observations and discussions with the child, tailoring their education to their needs, interests and next steps.



## **EYFS Learning and Development Requirements**

Our curriculum encompasses seven areas of learning and development. All areas of learning and development are important and inter connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

These are called the prime areas:

- Communication and language
- Physical development
- Personal, social, and emotional development.

Four areas help children to strengthen and apply prime areas.

These are called the specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

Throughout their time in reception, our children partake in an ambitious, motivating and hands on curriculum which is designed in a sequential way to ensure progress towards the end of reception objectives. These goals are defined as Early Learning Goals (ELGS). Our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's interest and needs.

## **Why is play important?**

Well planned play is an essential part of the early years curriculum. High quality play is supported by well organised environments and skilful practitioners. Play is one of the key ways for young children to learn. As Professor Iram Siraj argues, *'Play is widely recognised as a leading context for the child's acquisition of communication and collaboration skills.'*

## **How can we help children learn?**

To maximise their potential, children need adults to help them learn. There are many encouraging, thoughtful and gently challenging ways for adults to do this. This help needs to take place across the whole range of contexts and areas of learning.

These include:

- creating a rich and stimulating environment, indoors and outside
- joining in with children's play when appropriate, and sensitively introducing challenges and new ideas
- showing children how to do things (modelling)
- explaining how to do things to children
- encouraging children to collaborate and learn from each other
- guiding children's learning in a playful way
- discussing ideas with children, using skilful questioning and challenging their thinking to help them clarify their understanding of ideas
- setting challenges for children in a sensitive way
- commenting on what children are doing
- directly teaching children a new skill, concept or an important piece of information
- using ICT to support children's learning, using the approaches set out above.

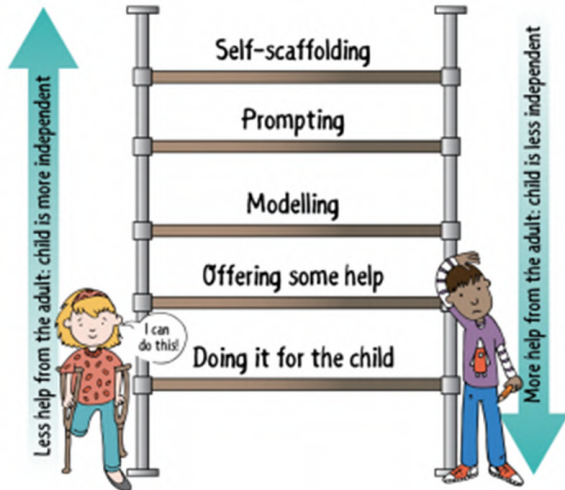
**Scaffolding** is one of the most powerful ways to help children's learning is 'scaffolding'. The idea behind 'scaffolding' is that each child has two levels of development:

- what they can do on their own
- what they can do with the help of another person.

Zone of proximal development



The approach draws on the work of the great Russian theorist Lev Vygotsky. He argued that *'teaching should always be aimed at the child's emerging skills, not at the existing ones'*. Vygotsky called the space where the child's skills are emerging the 'zone of proximal development.'



This diagram summarises some scaffolding techniques. These can help children to develop their independence and become more powerful learners.

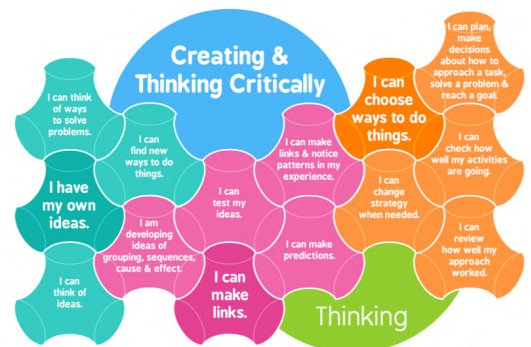
Weaving throughout the EYFS curriculum at Redhill Primary Academy are the characteristics of Effective Learning.

- **Playing and exploring**—children investigate and experience things, and 'have a go'.
- **Active learning**— children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and thinking critically**—Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

These elements underpin how we reflect on each child's development and adjust our practice accordingly.



Supporting children in their individual learning behaviour and observing the context of children's play is essential.



**Early Learning Goals Descriptors:** Where children should be at the end of the Foundation Stage (Reception)

## **The Prime Areas**

### Communication and Language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### Personal, Social and Emotional Development

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

## Physical Development

### ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing; move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

### ELG: Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing.
- Using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

## **The Specific Areas**

### Literacy

#### ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes, and poems and during role-play.

#### ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### ELG: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentence.

### Mathematics

#### ELG: Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

## Mathematics continued

### ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Understanding the World

### ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

### ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals & plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## Expressive Arts and Design

### ELG: Creating with Materials

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### ELG: Being Imaginative and Expressive

- Invent, adapt, and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate - try to move in time with music.

For further details and goals for birth to 3 or 3 and 4 year olds, please visit the following website : <https://www.gov.uk/government/publications/early-adopter-schools-eyfs-framework>