

Early Years Foundation Stage Links with National Curriculum Subjects

Our Early Years Foundation Stage (EYFS) curriculum offer

Layston Church of England's YR team is dedicated to supporting and developing young children through high quality teaching and care. We want the best for every child with a broad, progressive and engaging curriculum. We continually assess and review the children's learning alongside key observation points to ensure we fully engage and include each child. Our emphasis on developing independence, curiosity and self-regulation, in conjunction with our close partnership with parents, enables the children in our care to thrive. We offer a mix of adult-led and child initiated learning opportunities. Personal, Social and Emotional Development (PSED), communication and language, outdoor learning as well as literacy and numeracy are fundamental to all we do. We plan all activities with the characteristics of effective learning in mind to enable children to **play and explore**, engage in **active learning**, and to be able to **create and think critically**. Each strand is associated with an Early Learning Goal (ELG). These are what we use to measure children against at the end of Reception (best-fit model). In order to achieve a good level of development (GLD) at the end of foundation stage, children need to achieve the ELG's in the prime areas, along with those associated with literacy and maths. The EYFS curriculum leads into the national curriculum and comprises of seven areas of learning. Three of these are 'prime' areas and four are 'specific' areas. The seven areas split into further strands, shown in brackets alongside the areas of learning. We seek to provide quality and consistency so that every child makes good progress and no child is left behind; a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly; partnership working between practitioners and with parents and/or carers; equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Prime areas

- **Communication and language development** (listening, attention and understanding; speaking). The development of children's spoken language underpins all areas of learning and is crucial to children being able to use a rich range of vocabulary and language structures as they move into Year One. This sets the foundations for literacy and is crucial to children being able to move onto literacy in the national curriculum.
- **Personal, social and emotional development** (self-regulation; managing self; building relationships). This area links with PSHE in the national curriculum. It is a very important part of EYFS and runs through most of what we do. This is how we foster social skills such as sharing, turn-taking, empathy for others, the ability to make and sustain relationships, confidence and independence, awareness of feelings, co-operation etc.
- **Physical development** (gross motor skills; fine motor skills). This area includes the development of gross motor skills needed for sports and physical health, and equally importantly the development of fine motor skills which are essential for children learning to hold a pencil, make marks with control and write.

Specific areas

- **Literacy** (comprehension; word reading; writing)
- **Mathematics** (number; numerical patterns) – We follow the White Rose Maths scheme.
- **Understanding of the world** (past and present; people, culture and communities; the natural world). This area links with history, geography, science and RE in the National Curriculum.
- **Expressive arts and design** (creating with materials; being imaginative). This area links with art, music and design technology in the National Curriculum.

English ELGs that link to English:

EYFS Communication and language development

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 conversations 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.

EYFS Physical development (the mechanics of writing/pencil control)

ELG Fine motor skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

EYFS 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, non-fiction, 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 sentences that can be read by others.

[EYFS Expressive arts and design](#) (this links to re-telling and adapting familiar stories – talk for writing)

ELG being imaginative

- Invent, adapt and recount narratives and stories with peers and their teacher

[In EYFS the children are taught:](#)

- Phonics through the Read Write Inc. scheme (phonemes, graphemes, tricky words, high frequency words, segmenting and blending, letter names).
- Songs, rhymes and stories with actions, so that they can re-tell them independently.
- Book skills e.g. where to find the front and back of a book, author, title, turning pages in order, tracking words from left to right, differences between words and letters, answering simple questions.
- How to form letters correctly.
- Speech and language development and questioning skills. We use Wellcomm to screen and support pupil language development.
- How to write simple words and sentences using their phonics skills.
- A love of stories and reading from adults who share books regularly using props and puppets.
- Reading individually or in a small group with an adult each week, and have daily opportunities to practise their reading and writing skills indoors and outdoors in child-led provision.
- New vocabulary in context and staff are skilled in helping the children to use new vocabulary so that it becomes embedded.

[Core Texts:](#)

Autumn 1: Fiction - The Colour Monster Goes to School, The Gruffalo, The Little Red Hen, Leaf Man, Ruby's Worry, Super Duper You. Rhyme and Poems – Oi frog! Non-fiction texts – Me and My Body

Autumn 2: Fiction - Elmer, Stick Man, Here Comes Jack Frost, Winter Ali Busby, The Nativity (through drama). Rhyme and Poems – Monkey and Me. Non-fiction texts – People Who Help Us

Spring 1: Fiction - Whatever Next, How to Catch a Star, Beegu, The Way Back Home. Rhyme and poems – Very Noisy Poems. Non-fiction texts – Healthy Practices

Spring 2: Fiction - The Three Billy Goats Gruff, The Gingerbread Man/The Runaway Chapatti, Here We Are. Rhyme and poems - The Walker Book of First Rhymes. Non-fiction texts – The World Around Me by Charlotte Guilain

Summer 1: Fiction - Somebody Swallowed Stanley, Sharing a Shell, The Snail and the Whale, The Wondrous Dinosaurium, The Night Pirates. Rhyme and poems – Commotion in the Ocean Non-fiction texts – Reduce, reuse, recycle and Animals and Habitats

Summer 2: Fiction - The Very Hungry Caterpillar, The Very Lazy Ladybird. Rhyme and poems - Fantastic first poems by June Crebbin. Non-fiction texts – Lifecycles

Maths ELGs that link to maths:

EYFS 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.

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

In Reception, we use White Rose Maths. The lessons are always hands-on, and based on concrete, pictorial and abstract methods where possible.

In EYFS the children:

- Sing lots of number songs and rhymes whilst learning to count forwards and backwards.
- Learn all about shapes and their properties so that they can describe them in simple terms.
- Use a range of equipment to explore capacity, weight, size and money in real-life situations (such as tape measures, balances, water toys, a till and real coins).
- Learn number facts such as number bonds and doubles to enable fast recall.
- Practise counting regular and irregular arrangements of objects accurately.
- Learn how to add two numbers together and how to subtract a small number from a bigger number.
- Have daily opportunities to practise their maths skills indoors and outdoors in child-led provision.
- Are taught how to write numerals.
- Play lots of games in order to practise counting and recognising numerals.
- Learn how to put numbers in the correct order on a number-line.
- Take part in reasoning and problem-solving activities appropriate to their age.

Science ELGs that link to science:

EYFS - Understanding the world

ELG The natural world

- Explore the natural world around them, making observations and drawing pictures of animals and 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

In EYFS the children:

- Explore their own bodies and their senses
- Learn to name the parts of the body and what we use them for.
- Learn about animals and their homes, including pets, farm animals and wild animals.
- Observe changes such as caterpillars turning into butterflies, the seasons changing, plants and flowers growing. They are supported to notice and talk about what is happening and why.
- Learn about being healthy, including eating a range of foods and taking part in exercise.
- Develop a sense of curiosity and exploration through a range of resources relating to our topics, e.g. magnets, magnifying glasses, colour paddles, things to smell and taste etc., and through the continuous provision areas such as sand, water, small world, construction etc.

History ELGs that link to history:

EYFS Understanding the world

ELG Past and present

- Talk about the lives of people around them and their roles in society.
- Know some similarities and difference 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.

In EYFS the children:

- Look at pictures of themselves now and themselves as babies, and talk about how they have changed.
- Learn about families – children, parents, grandparents – and relate to the past, eg parents were once babies, then children etc.
- Learn vocabulary that helps them to talk about the past, present and future such as yesterday, today, tomorrow, last week, this week, next week, last year, this year, next year, a long time ago.
- Listen to stories that are set in the past.
- Compare things in the past and now, linked to our topics (e.g. emergency vehicles, houses, space rockets etc.).
- Learn the names of some significant people from the past, such as Neil Armstrong, Florence Nightingale, Mary Anning and others linked to our topics of interest.

Geography ELGs that link to geography:

EYFS Understanding the world

ELG People, culture and communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.

In EYFS the children:

- Look at and talk about where they live.
- Learn that they live in Buntingford, which is in England.
- Talk about different places that they visit e.g. the park, the beach, the farm, and can talk about some of the similarities and differences.
- Explore maps and make their own maps (often linked to stories such as 'We're Going on a Bear Hunt').
- Listen to stories that are set in different places, particularly different countries – this gives the opportunity to talk about how other countries are similar and different.
- Explore different places through some of our topics (e.g. animals - explore the different places they might live; space – learn what it looks like, feels like, what you can see etc. festivals/celebrations – learn about celebrations in other countries and this country e.g. Chinese New Year, Diwali, Eid).
- Map of UK on wall, use Google Earth to explore where we are in the world, link flags of countries from our topics and stories, put labels for land, sea, countries and places of interest that come up in our stories and topics.

Physical Education ELGs that link to PE:

EYFS 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, hopping, skipping and climbing.

In EYFS the children;

- Are physically active every day both indoors and outdoors.
- Have regular access to a range of resources to develop strength, balance and co-ordination e.g. wheeled toys, climbing equipment, bats and balls, large tyres, a parachute and equipment to build obstacle courses etc.
- Have many opportunities outdoors to be energetic. We operate a free-flow system indoors and outdoors so that children who learn better when physically active can choose to spend more time than others outside.

Music ELGs that link to music:

EYFS Expressive arts and design

ELG Being imaginative and expressive

- 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.

In EYFS the children:

- Access a range of percussion instruments indoors and outdoors, and are taught their names.
- Explore how sounds can be changed and learn the related vocabulary e.g. loud/quiet, fast/slow.
- Build up a repertoire of songs and rhymes through opportunities to sing on a regular basis.
- Listen to a range of music, including Holst's The Planets, Vivaldi's Four Seasons, Chinese New Year - traditional Chinese music, stories with sound effects e.g. The Ugly Duckling, Goldilocks and pitch (high, middle, low), lifecycles and choosing sounds for caterpillars growing and turning into butterfly.
- Are encouraged to move in response to music.

Computing

In EYFS the children:

- Have daily access to a range of technology resources such as torches with switches, remote controlled cars, Beebots, voice-recording toys, as well as class iPads and interactive whiteboards.
- Use a range of technology resources to support learning in other areas of the curriculum.
- Are taught how to use the resources for different purposes e.g. iPads to watch videos, play games, take photographs and listen to stories.

Art ELGs that link to art:

EYFS - 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 roleplaying characters in narratives and stories.

EYFS – Physical development

ELG Fine motor

- Use a range of small tools, including scissors, paintbrushes and cutlery.

In EYFS the children:

- Have daily access to a range of media and materials e.g. different types of paper, varying thickness/hardness of pencils, thick and thin brushes, paint, paint sticks, pastels etc. in continuous provision.
- Are taught different techniques such as drawing, painting, printing, collage, which they can then practise independently.
- Explore colour mixing through our 'self-service' paint stations.
- Learn about Jackson Pollack and Van Gogh and draw/paint in his style.

Design and Technology ELGs that link to design technology:

EYFS - 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 roleplaying characters in narratives and stories.

EYFS – Physical development

ELG Fine motor

- Use a range of small tools, including scissors, paintbrushes and cutlery.

In EYFS the children:

- Have daily opportunities to make their own creations using a wide range of different materials, fixings and tools that are freely available in continuous provision.
- Are taught how to use tools such as scissors, hole punch, string, Sellotape, cutters etc.
- Are encouraged to talk about what they would like to make, how they will do it and what they think about it when it is finished.
- Are encouraged to evaluate what they have made and make changes as appropriate.
- Take part in several weeks throughout the year where parents are invited to come in and make things.

Religious Education ELGs that link to RE:

Understanding the World

ELG People and Communities

- 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.

In EYFS the children:

- Learn about and celebrate a range of festivals and celebrations from around the world, for example Christmas, Easter, Chinese New Year, Eid, Diwali – these may change or be added to depending on the children in FS, as we try to celebrate the festivals that the children in the class will celebrate at home.
- Look at what makes us the same and different to others.
- Learn about different feelings and talk about how they are feeling how others are feeling and what we can do to make others feel good.
- Develop compassion for others through a caring and supportive environment.