



**RIVERSIDE
PRIMARY**

Lionheart Educational Trust

Riverside Primary School

The Foundation Stage
Curriculum

2022/2023





**RIVERSIDE
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The Early Years Foundation Stage Curriculum

The EYFS curriculum supports children's learning and development from birth to 5 years (the end of a child's reception year). The document describes how teachers should work with children and their families to support their development and learning. It describes how your child should be kept safe and cared for and how all concerned can make sure that your child achieves the most that they can in their earliest years of life. The Framework recognises children as individuals and competent learners. The EYFS is delivered through a play based approach to learning and development. It is based on four important themes:

1. A Unique Child

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

2. Positive Relationships

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

3. Enabling Environments

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

4. Learning and Development

Principle: Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and interconnected.



**RIVERSIDE
PRIMARY**

Lionheart Educational Trust

Young children learn best through play. Through play and teacher support, the child will acquire the skills they need to achieve the Early Learning Goals in the following areas:

3 Prime Areas

Personal, Social and Emotional Development
Communication and Language
Physical Development

4 Specific Areas

Literacy
Maths
Understanding the World
Expressive Arts and Design

The Prime Areas are the stepping stones to academic success and without a secure base in these three areas, children will find it more challenging to achieve their full potential in the Specific Areas.

The Specific areas are of equal importance. Each area is divided up into stages of development so that we can identify the most appropriate starting points for your child and plan for their developmental needs. In the Foundation Stage, we carefully observe and recognise your child's strengths and any areas where they need more support.

More information about the Early Years Foundation Stage can be found at: <http://www.foundationyears.org.uk>



**RIVERSIDE
PRIMARY**

Lionheart Educational Trust

Characteristics of Effective Learning

Part of the Early Years Foundation Stage curriculum is known as the 'Characteristics of Effective Learning' (COEL) which focuses on *how* your child is learning to learn, rather than *what* they are learning.

Unlike other aspects of the EYFS curriculum, the Characteristics of Effective Learning are not divided into age bands. 'Learning to learn' can be observed at any age.

The Characteristics of Effective Learning are divided into three areas:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

Playing and Exploring

This aspect covers how engaged a child is in the world around them and how involved they are with their activities. It looks at whether a child feels confident to 'have a go' at new activities and try new ways of doing things. It also covers how children experience the world around them. As adults we often witness a child's perspective whilst they are acting out everyday experiences in role play, such as playing 'Mummies and Daddies' in the home corner.

A five-year-old may role play a trip to the supermarket and be able to reference specific brands and what they will be used for. This is making sense of the world they live in.



**RIVERSIDE
PRIMARY**

Lionheart Educational Trust

Active Learning

This aspect covers how motivated a child is in their play and learning. By looking at how involved a child is in their activity and at how long they concentrate for, practitioners can assess how 'into' the activity a child is. Within Active Learning we also observe children's resilience in learning. If they try something and it doesn't work, do they try again? It also includes observing how a child feels once they have met a goal they set for themselves. Are they proud of their achievements?

A five-year-old may need to get changed for P.E. This takes concentration to complete a task without becoming distracted by a friend already dressed, and a few attempts to undo or redo the buttons on their polo t-shirt. They will be very pleased and proud to have got dressed all by themselves.

Creating and Thinking Critically

This aspect looks at how a child is developing thinking skills. This includes behaviours such as solving problems they come across, having their own ideas about how to achieve the challenges they set themselves and testing these ideas. As children become more verbal, it includes making predictions about what will happen next and also considering how well their approach to solving their problem has worked. If they could do it again, would they try anything differently?

A five-year-old may build a den and then make adjustments to it, in order to fit in a friend. This child has a problem to solve and will plan and make decisions in order to solve it and reach his or her goal.



**RIVERSIDE
PRIMARY**

Lionheart Educational Trust

Personal, Social and Emotional Development

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

What Personal, Social and Emotional Development means for children

- For children, being special to someone and well cared-for is vital for their physical, social and emotional health and well-being.
- Being acknowledged and affirmed by important people in their lives leads to children gaining confidence and inner strength through secure attachments with these people.
- Exploration within close relationships leads to the growth of self-assurance, promoting a sense of belonging which allows children to explore the world from a secure base.
- Children need adults to set a good example and to give them opportunities for interaction with others so that they can develop positive ideas about themselves and others.
- Children who are encouraged to feel free to express their ideas and their feelings, such as joy, sadness, frustration and fear, can develop strategies to cope with new, challenging or stressful situations.

You may wish to help your child by encouraging them to try new activities, encouraging independent dressing and undressing, encouraging independent use of the toilet, to take turns and increase concentration through games, to listen to others and respect their point of view and to tidy away after activities.



**RIVERSIDE
PRIMARY**

Lionheart Educational Trust

Physical Development

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

What Physical Development means for children:

- Babies and children learn by being active and Physical Development takes place across all areas of Learning and Development.
- Physical Development helps children gain confidence in what they can do.
- Physical Development enables children to feel the positive benefits of being healthy and active.
- Physical Development helps children to develop a positive sense of well-being.
- Good health in the early years helps to safeguard health and well-being throughout life. It is important that children develop healthy habits when they first learn about food and activity. Growing with appropriate weight gain in the first years of life helps to guard against obesity in later life.

You can help your child by providing opportunities for running, climbing and chasing, helping them to use a knife and fork, practising dressing and undressing independently including their shoes, and providing a range of small objects to handle - construction sets, 'small world' toys, threading and posting shapes. You may also wish to encourage the use of scissors in cutting and sticking activities, and practise throwing, catching and rolling balls.



**RIVERSIDE
PRIMARY**

Lionheart Educational Trust

Communication and Language Development

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

What Communication and Language means for children:

To become skilful communicators, babies and young children need to be with people with whom they have warm and loving relationships, such as their family or carers and, in a group situation, a key person whom they know and trust.

- Babies respond differently to different sounds and from an early age are able to distinguish sound patterns. They use their voices to make contact and to let people know what they need and how they feel. They learn to talk by being talked to.
- All children learn best through activities and experiences that engage all the senses. Music, dance, rhymes and songs support language development.

You may want to help your child by talking and listening to what they have to say and encouraging them to listen to others.

Literacy Development

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.



**RIVERSIDE
PRIMARY**

Lionheart Educational Trust

What Literacy means for children:

- As children develop speaking and listening skills they build the foundations for literacy, for making sense of visual and verbal signs and ultimately for reading and writing. Children need varied opportunities to interact with others and to use a wide variety of resources for expressing their understanding, including mark-making, drawing, modelling, reading and writing.

You may want to help your child by providing opportunities to explore making marks on paper, encouraging your child to use pens, chalk, pencils, crayons and paint and helping your child to recognise their name. Help your child if they want to write their name, show them how to write in lower case letters with a capital letter at the beginning, share books, talk about the pictures, read and discuss the story, visit the library and help your child choose their own books and read signs and notices in the environment.

Read Write Inc. Phonics

We use an established systematic synthetic phonics programme to support our teaching of reading and writing to the children at Riverside. Children take part in daily sessions where they have the opportunity to learn sounds and practise and apply their reading and writing skills.

At the heart of Read Write Inc. Phonics is the systematic teaching of all the common sounds in the English language (Read Write Inc. calls these the Speed Sounds). Children are taught to recognise the sounds and to put them together ('blend' them) into words for reading. They are also taught a



**RIVERSIDE
PRIMARY**

Lionheart Educational Trust

selection of words that cannot be sounded out (non-phonetic words) such as 'we' or 'are'.

Children are taught one way of representing the 44 main phonemes of English first, and then go on to learn the alternative spellings later on.

When teaching the letter sounds, it is important to remember to keep them very 'pure' and distinct, to help with sound-blending later on. To enable your child to gain confidence in reading, they should only be asked to read words containing letter sounds they know securely.

Read Write Inc. introduces the simple Speed Sounds (one sound, one grapheme). They then learn more ways of writing the same sounds with the complex Speed Sounds. Children are also taught the letter names.

Once children know the first few sets and are confident with blending and segmenting, they are ready to read the first Storybooks.

Speed Sounds Set 1

m	a	s	d	t
i	n	p	g	o
c	k	u	b	f
e	l	h	sh	r
j	v	y	w	th
z	ch	qu	x	ng
				nk

Speed Sounds Set 2

ay	ee	igh	ow	oo
oo	ar	or	air	ir

Speed Sounds Set 3

ea	oi	ou	oy	
a-e	i-e	o-e	u-e	aw
are	ur	er	ow	ai
oa	ew	ire	ear	ure



**RIVERSIDE
PRIMARY**

Lionheart Educational Trust

Mathematical Development

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, recognising patterns and describing shapes, spaces, and measures.

What Mathematics means for children

- Babies' and children's mathematical development occur as they seek patterns, make connections and recognise relationships through finding out about and working with numbers and counting, with sorting and matching and with shape, space and measures.
- Children use their knowledge and skills in these areas to solve problems, generate new questions and make connections across other areas of Learning and Development.

To help your child you may wish to observe numbers, practice counting items, comment on patterns and shapes in the environment and daily routines. You may also wish to compare sizes, lengths and weights, play games - dominoes, number cards, dice and board games. An initial awareness of money and time can also help.



**RIVERSIDE
PRIMARY**

Lionheart Educational Trust

Understanding The World

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

What Understanding of the World means for children:

- Babies and children find out about the world through exploration and from a variety of sources, including their families and friends, the media, and through what they see and hear.
- Babies and children need regular opportunities to learn about different ways of life, to be given accurate information and to develop positive and caring attitudes towards others.
- Children should be helped to learn to respect and value all people and learn to avoid misapprehensions and negative attitudes towards others when they develop their Knowledge and Understanding of the World.
- Children should be involved in the practical application of their knowledge and skills which will promote self-esteem through allowing them to make decisions about what to investigate and how to do it.

You can help your child in this area by providing activities in everyday situations that give opportunities to explore, observe, predict, make decisions, discuss and question the world around them and how it changes.

Expressive Arts and Design

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities



**RIVERSIDE
PRIMARY**

Lionheart Educational Trust

and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

What Expressive arts and design means for children:

- Creativity is about taking risks and making connections and is strongly linked to play.
- Creativity emerges as children become absorbed in action and explorations of their own ideas, expressing them through movement, making and transforming things using media and materials such as crayons, paints, scissors, words, sounds, movement, props and make-believe.
- Creativity involves children in initiating their own learning and making choices and decisions.
- Children's responses to what they see, hear and experience through their senses are individual and the way they represent their experiences is unique and valuable.
- Being creative enables babies and children to explore many processes, media and materials and to make new things emerge as a result.

You can help your child in this area by providing opportunities to use paint, crayons, chalk, playdough, 3D modelling, by encouraging dressing up games, using Lego, playing with Mobilo, dolls and figures in their imaginative play. You can help by experimenting with simple instruments and other sources of sound, by singing songs and rhymes and making up their own.

Developing Fine Motor Skills

Pencil grip and fine motor skills can take a while to develop and refine. Throughout our year in Foundation Stage, the children will work through



**RIVERSIDE
PRIMARY**

Lionheart Educational Trust

many activities that will help develop their pencil control, improve letter formation and strengthen their fine motor skills.

Here is a list of simple but effective ideas that you can use to help your child:

- Scrunching up a sheet of newspaper using one hand. This is a super strength builder!
- Using small sized screw drivers like those found in a building set.
- Lacing and sewing activities such as stringing beads, Cheerios, macaroni etc.
- Rolling small balls of tissue paper, then gluing the balls onto construction paper to form pictures or designs.
- Bending pipe cleaners into different shapes.
- Colouring pictures and staying within the lines.
- Following wavy lines on a page with a different coloured felt tip.
- Using tweezers or children's chopsticks to pick up small objects.
- Using pegs to secure things to a line or to pick up small objects like pompoms etc.
- Using Play Dough, moulding and rolling play dough into balls – using the palms of the hands facing each other and with fingers curled slightly towards the palm.
- Using scissors with the dough – helps cutting skills as well as fine motor skills. You can also use knives and forks in dough to make different shapes.