

EYFS Creative Curriculum Review

An Introduction to Early Years Foundation Stage

The broadly based and challenging curriculum for Reception at Eridge House follows the Curriculum for The Early Years Foundation Stage. The Early Years Foundation Stage enables staff to set standards for learning, development and care of each pupil from birth to five. It aims to provide children with a unique opportunity to develop their full potential in their formative years. Innovative and imaginative programmes are developed to foster curiosity, creativity and feelings of self worth.

The curriculum is divided into six areas of learning:

Personal, Social and Emotional Development

This area of learning is about emotional well being, where the children learn about themselves as developing individuals and members of their communities, building on their own experiences. They learn the basic skills for keeping themselves healthy and safe and for behaving well. Children learn how to care for others feelings, how to share, take turns, help others, resist bullying and interact positively during play. Within this area of the curriculum, we build upon self-confidence and self-esteem, and how we fit into our community.

Creative Development

Creative art activities provide visual, tactile and sensory experiences for the children both inside and outside the classroom. Children are given the opportunity to use colour, form, texture, pattern, different materials and processes to feel and think as they create. Different media is explored along with use of a variety of materials. Within the classrooms are designated areas to enhance play and encourage children to use their imaginations It also encompasses drama, dance and music, all of which are important elements in the Early Years Foundation Stage curriculum. Specialist teachers come in to both Transition and Reception to teach dance, PE, French and music to the children once a week, with further opportunity for after school clubs in art and drama. In Reception children are involved in class assemblies, Christmas concerts and mini productions.

Communication, Language and Literacy

A child's learning and competence in communicating, speaking and listening, being read to and beginning to read and write must be supported and extended. Children at Eridge House are provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes. All children are encouraged to participate actively in class.

We follow and use letters and sounds to promote phonics and we encourage children to develop an interest and gain pleasure from reading.

In Reception children are exposed to a variety of subjects taught under the following headings

LANGUAGE FOR COMMUNICATION AND LANGUAGE THINKING

All children are encouraged to participate actively in class. Activities that promote speaking and listening are news time, circle time, free play, show and tell, assembly, class presentations, imaginative role play, reading aloud, telling stories, singing, lunch time, speaking to a variety of people including their friends and other teachers, sharing ideas and experiences.

LINKING SOUNDS AND LETTERS

We follow and use Letters and Sounds, Children are initially taught the phonetic sound of letters and blends and to recognise it in lower case before saying its name and capital version. Letters are taught in order of formation rather than alphabetically. For the first half of the year, one or two letters are always the focus for the week. Class activities encourage easy recognition of the letter, its sound and association to a set of corresponding objects.

READING

We encourage children to develop an interest and gain pleasure from reading. Children begin with picture books, telling a story, turning pages, and building towards a positive experience. Initially, children will begin to read when the teacher is confident that it is the right time for them to start. At Eridge House we follow the Oxford Reading tree scheme and listen to the children read individually.

HANDWRITING

Emphasis is placed on developing the mechanical skill of writing. We have a handwriting programme where the correct pencil grip and letter formation is learnt. Through classroom exposure to mark making, concentration is placed on where the letters and numbers begin and end.

Physical Development

At Eridge House we take full advantage of our outside space where optimum opportunity is for natural development in both and gross and fine motor skills All children are given the opportunity to experience a wide range of physical activities. Emphasis of the physical education programme at all levels is on participation and enjoyment. To foster the development of positive attitudes towards exercise and recreational pursuits, the children are exposed to a large variety of games while learning basic skills. These games enhance movement and give children a sense of spatial awareness, as well as develop gross motor skills, muscle control and co-ordination. An array of equipment, tools and materials are used throughout the year in physical education lessons, outdoor sport, outdoor playtime, and in gym and dance

Knowledge and Understanding of the World

This is an intergraded area of development which covers History, Geography, Science and Religious Education and is mainly taught through topic work based from our enriched curriculum Each topic chosen is cross-curricular and gives opportunities for children to share their own knowledge, learn new things and

widen their horizons. In the topics covered, children have the opportunity to investigate and explore, design and create, and develop a sense of time, place and community.

Problem solving reasoning and numeracy

A sound foundation of problem solving reasoning and numeracy is provided in the early years through the provision of opportunities for children to manipulate 'concrete' materials in situations that give real meaning to mathematical ideas. The children are encouraged to record their own findings in ways in which make sense to them. Once understanding has been achieved, then children can apply their mathematical knowledge to solve problems relevant to the real world.

By the end of Reception children will have been exposed to the following areas of learning:

NUMBERS AS LABELS AND FOR COUNTING

Counting, recognising, comparing and ordering numbers to 20 and beyond

Number patterns

Estimations and approximation

CALCULATING

Addition, subtraction and equal signs

Addition and subtractions to 10 with related vocabulary

Solving everyday problems that occur within the classroom

SHAPE SPACE AND MEASURES

2D and 3D shapes with related vocabulary

Ordering by size, weight and capacity

Basic measurement

Symmetry

Pattern

Time

The Creative Curriculum Areas of Study

Children's learning needs to keep pace with our rapidly changing world. Our Creative Curriculum is a carefully planned, thematic approach to teaching and learning designed to support children's natural curiosity and stimulate their creativity. The Creative Curriculum at Eridge House integrates all subject areas of the National Curriculum, including ICT, DT, Art, Science, History and Geography, but does so in a unique way that offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning. There is a strong emphasis on children's personal development, including the development of learning and thinking skills, and personal, social and emotional skills.

Over the course of the year, children in Transition will learn about:

Autumn Terms:

Journeys Transition transform themselves into the role of Travel Agents as they explore and investigate popular holiday destinations, famous landmarks and different modes of transportation

Modern Masters

Studying and learning the artistic style and techniques of Jackson Pollock

Spring terms

Exploration A fun and multi sensory investigation into the scientific world of sinking and floating, discovering and exploring the homes of creatures great and small and finally investigating sound through rhythm and rhyme.

Summer terms

Once upon a time An exciting and creative journey into the world of traditional tales, stories and nursery rhymes, learning about and exploring the many characters from the stories through drama and role play, along with investigating the theme of good versus evil and strong versus weak... In the end we all live happily ever after!

Over the course of the year, children in Reception will learn about:

Autumn Terms:

Who am I? A fun, interactive and multi sensory journey learning all about themselves, their family and important people in their local community

Modern Masters

Studying and learning the artistic style and techniques of Wassily Kandinsky and Pablo Picasso

Spring Terms:

Quirky stories A fun and creative journey into the world of imagination through story telling, story writing illustration discussion and author studies

Summer Terms:

Down in the garden A fun interactive and hands- on journey of discovery into the world of plants and growing, looking at the lifecycle of plants, what plants need to grow well along with what mini-beasts lurk in our gardens.

Dinosaurs and the prehistoric World A historical journey back in time to explore and investigate the world of dinosaurs, learning about extinction, fossils, herbivores and carnivores

Specialist Curriculum Areas:

Physical Education:

Throughout the year children learn and develop general ball skills, movement and gross motor skills specific to gymnastics and dance. The ball skills consisted of activities to develop foundation principles of rolling, handling and body control. Later children began to develop balance and explore the dynamics of throwing and catching using beanbags. The summer term introduces children to athletics type activities with fun relay races to develop running and jumping technique followed by some striking and hand-eye coordination skills in preparation for next year.

Music:

Drama:

Children in Reception have 1x 30 minute Drama Lesson each fortnight. Throughout the year, children will

French:

Children in Reception have 1x 30 minute French Lesson each week. Throughout the year, children will learn to speak (in French): Colours, counting numbers up to 10, words for the different parts of the face and body, along with names of various jungle and farm animals.

Excursions & Further Experiences

Throughout the year Transition will visit

The Fulham Fire Station

Fulham Library

The London Transport Museum

Battersea Park Zoo

Throughout the year Reception will visit:

Bishops Palace Gardens

The Museum of Childhood

Polka Theatre

The Natural History Museum

Chelsea Physics Gardens

Assessment & Reporting to Parents

Assessment is integral part of the Early Years and The Pupil Profile is our key form of assessment, which starts when each child begins their schooling at Eridge House. The Pupil Profile is passed onto the next

teacher as the child progresses up the school. In Reception, its primary focus is on the early learning goals (which come under each umbrella of the six key learning areas). Each section of the profile collates children's learning and achievements. The aim of the profile is to demonstrate the development of each child by consisting of sample work pieces, photos, observations and assessments. The profile records the children's unique abilities and achievements while at Eridge House. It is a working document updated over the whole year. When children leave the school, profiles are taken with them.

Teacher/Parent interviews are held each term. An Early Years Foundation Stage report is sent out at the end of the Summer Term. The report is a statutory requirement and incorporates an easy to read summary of your child's progress in each of the six developmental areas.