

## **EYFS Framework**

Personal, Social and Emotional Development (PSED) - providing opportunities for each child to become a valued member of their class and the school with a positive self-image and high self-esteem. Enable the children to learn how to co-operate and work harmoniously alongside and with each other and to listen to each other.

Communication and Language (CAL) - opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and each other, to practise and extend the range of vocabulary and communication skills they use and to listen carefully.

Physical Development (PD) - opportunities for all children to develop and practise their fine and gross motor skills, and to increase their understanding of how their bodies work and what they need to do to be healthy and safe.

Literacy - opportunities for all children to explore, enjoy, learn about and use words in a broad range of contexts and to experience a rich variety of books.

Mathematics - opportunities for all children to develop their understanding of number, measurement, pattern, shape and space in a broad range of contexts in which they can explore, enjoy, learn, practise and talk.

Understanding the World (UW) - opportunities for all children to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts, and to explore and find out about their environment and people and places that have significance in their lives.

Expressive Arts and Design (EAD) - opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative and role play activities.

## **Philosophy and practice**

The Early Years Foundation Stage (EYFS) at Park Road Primary School gives children the opportunity to experience the very best possible start to their education.

At Park Road, we ensure that our children establish solid foundations on which they can build for their future learning journey. This ensures that they continue to flourish throughout their school years and beyond. The EYFS prepares children for learning in Key Stage 1 and the KS1 National Curriculum.

Reception builds on what the children have already experienced at their Nursery settings. Literacy skills are taught daily, with specific emphasis on phonics. The children learn to read and write using a phonic approach. The National Strategy for Letters and Sounds is our prime approach for phonics, this teaches the children to hear, say, write and read the sounds in words. This is supported with interactive ICT based programs such as LCP phonics and PhonicsPlay.co.uk which the school has a subscription with. Phonicsplay.co.uk can be accessed from home using the schools own log in details. Pupils can also access reading through the schools subscriptions and log in details for [www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk).

Numeracy is also taught daily in a fun and practical way. Concepts are built upon through progression of skills, based on 'Development Matters' and using the whole school scheme of learning 'Maths HUBS white rose'. This develops the skills of: Using and Applying, Count and Understand number, Knowing and Using number facts, Calculating, Understanding shape, Measuring and Handling Data.

Each day our children will have learning opportunities, through purposeful play, in each of the 7 EYFS areas of learning. In practice, most activities will develop a number of different skills and knowledge. For example in role play activities children could be learning to play with others whilst developing their language or story telling skills or during modelling with construction children could be learning positional language, to count, spatial awareness skills and motor control.

Each week will be carefully planned to ensure children receive personalised learning experiences, taking into account skill development and interests. Some activities will be adult-led, whilst others will be independent activities chosen by the child. We provide opportunities for learning indoors and outdoors whatever the weather.

### **Purpose of topic planning and a Unique Child centred approach**

We have six broad half-termly themes. In each half-term children's learning activities will be linked to these themes. However these will be influenced by children's interests and their ideas for activities. This overview broadly outlines the themes for teaching and learning in each half term. The teaching and learning which takes place will reflect the children's interests and needs so this overview is seen as a guide rather than as a scheme of work. Each theme is flexible in time length.

At Park Road Community Primary School we believe that every child is unique and have their own unique interests and ideas. Pupil's own ideas and interests help lead learning within our EYFS. We endeavour to ensure that each child has their interests planned for on a number of occasions across the year. E.g. a child may display a keen interest in the weather, in particular the wind, they may be observed exploring the wind through trying to make a piece of paper attached to string fly in the air. This exploratory play would lead towards an enquiry based investigation into the effects of the wind on different sized, shaped and weighted objects and materials. We may even share some 'wind' themed poems and stories to develop the pupil's skills in communication and language. Literacy based on first hand experiences is always most effective. We could even make kites!

Another example which could lead to a couple of weeks' worth of planning that would engage a large number of pupils, especially boys, may be an interest observed in cars, dinosaurs, diggers or fire engines! The possibilities with using children's ideas are endless. This method of teaching and learning ensures that children are interested, motivated and excited about learning! Each theme would last as long as the children's interest allows and would be skilfully planned to include all 7 areas of learning.

### **Forest School learning and ethos.**

At Park Road Primary School, pupils in the EYFS take part in weekly Forest school sessions. These sessions enable our pupils to embrace the learning opportunities of the natural world, through self-initiated and self-directed play and learning that is supported sympathetically and non-judgementally.

Children learn practical and social skills and are taught to understand health and safety issues. Children are supported to engage with and appreciate their natural world, to use the natural resources it offers and the endless opportunities it provides to become self-confident and self-efficient learners. Pupils are encouraged and supported to become resourceful, resilient and reflective learners. They develop good relationships with each other and learn respect for everyone and everything that they engage with. Pupils are also encouraged to take risks within their learning. Forest Schools will enable every type of learner to achieve success and make rapid and sustained progress in their learning. Pupils will become confident, happy and self-assured learners.

## Communication and Language

*Who lives under the bridge?*



Children will explore images from the traditional story '3 Billy Goats Gruff' and begin to understand 'why' and 'how' questions.

They will use language to imagine and recreate roles in play situations and use deconstructive

## Maths

The children will learn how to say and use number in familiar contexts

Use language to describe size/weights

Use prepositional language

Recognise 2D shapes

Count reliably to 10 Recognise numerals 0-10

Understand More/less

## Physical Education

The children will move freely in a range of ways, such as slithering, sliding

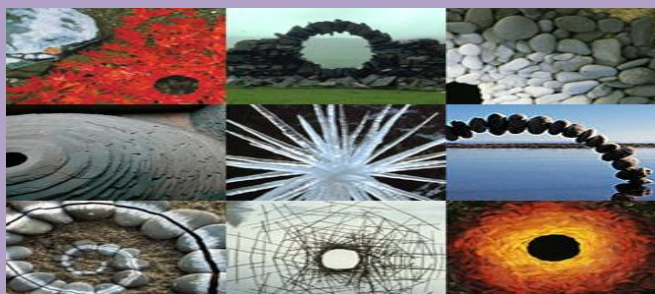
Through daily 'funky finger' activities, children will develop their fine motor skills and develop their ability to use one handed tools and equipment, eg, Scissors and develop their pincer grasp to enable them to hold a pencil/pen between their thumb and two fingers

They will dress/ undress with help.

## Expressive Arts and design

*Who is Andy Goldsworthy?*

Children will explore the work of Andy Goldsworthy throughout the year. This term, they will be introduced to his work, search and re-create different colours. They will learn the skill to mix and match colours. Understand the term primary and secondary colours. They will search for colours outside, learn about different shades, and experiment with making these shades, by mixing the colours they need.



Music will be delivered by a music specialist.

# Autumn Term 1

## Personal, Social and Emotional

Children will be able to:

Select and use arrange of resources with help

Show confidence in asking adults for help

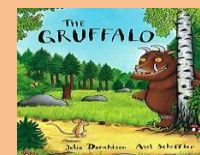
Enjoy the responsibility of carrying out small tasks.

*During the transition period, we will be supporting children to know each other and settle in to school routines.*

## Literacy.

Children will listen to rhymes with increasing attention recall through Traditional Nursery Rhymes and songs

and listening to a range of stories with rhyme and repetition, such as the Gruffalo and Room on the Broom, by Julia Donaldson



They will show awareness of rhyme and alliteration

They will learn to recognise and write their own name

They will give meaning to the marks they make They will recognise words and continue a rhyming string

Children will start Phase 2 letters and sounds. They will begin to link some sounds to letters and begin to read simple CVC words.

## Knowledge and Understanding of the World.



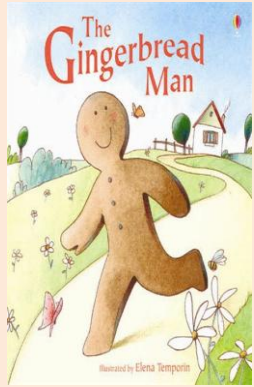
Children will talk about themselves and their family.

They will talk about significant events in their own lives, eg What they have done over the summer holidays? Have they been anywhere? How did they get there? Who did they go with ?

Children will look and observe seasonal changes and take part in Forest Schools. Children will learn how to operate simple equipment.

They will learn how to operate simple technological toys and develop their skills in making toys work to achieve effects.

## Communication and Language



Uses language to imagine and recreate roles and experiences in play situations

Introduces a storyline or narrative into their play

## Maths

Count to and back from 20

To recognise numerals 1-10, then 11-20

In practical activities begin to use vocabulary of addition and subtraction

Find the totals of 2 sets by adding them altogether

Compare heights/lengths of different objects

## Physical Education

Through daily 'funky finger' activities, children will develop their fine motor skills and develop their ability to use one handed tools and equipment, eg. Scissors and develop their pincer grasp to enable them to hold a pencil/pen between their thumb and two fingers

They will dress/ undress with help.

Move freely in a variety of ways

To develop their co-ordination and balancing skills through REAL PE

## Expressive Arts and design

This term, they will recreate art based on Andy Goldsworthy natural art work, including leaves and stones, creating simple representations of objects. They will develop the skill of collage. They will continue to develop their skill of mixing colours, but this term will use powder paint to create their colours, and incorporate non standard measurements to measure how much powder they will need and use pipettes to add the water



Music is delivered by a Music Specialist.

## Literacy.

*Can you help the Little Old Lady to find the Gingerbread man ?*

Children will use vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Children will join with repeated refrains and through questioning, anticipate key events and phrases in stories. Children will continue to show awareness of rhyme and alliteration, to recognise and write their own name and give meaning to the marks they make. They will recognise words and continue a rhyming string.

Children will start Phase 2 letters and sounds. They will begin to link some sounds to letters and begin to read and write simple CVC words.

## Knowledge and Understanding of the World.

Children will look and observe seasonal changes, developing an understanding of growth, decay and changes.

They will be able to talk about some things they have observed and objects they have found.

Children will continue to take part in Forest Schools

Children will learn how to operate simple equipment, and show skills in making toys work to achieve effects.

Children will learn how to be safe on the internet. Children will know similarities and differences between themselves and others and among families, communities and traditions. They will look at the festival of Diwali 'Festival of Lights', and link in with our own festivities Bonfire Night.

Children will recognise and describe special events and times for family and friends, ie Christmas, Birthdays.

# Autumn Term 2

## Personal, Social and Emotional

Children will be able to:

Select and use arrange of resources, including using our self-service paint area and play-dough area

Show confidence in speaking to others about their own needs, wants, interests and opinions

Enjoy the responsibility of carrying out small tasks.

### English

**Fiction: We're going on a Bear Hunt-** Children will re-tell the story, paint and label their own story maps, act out the story and create their own bear hunt outside.

**Author Study- Martin Waddell-** Children will hear a variety of stories wrote by Martin Waddell, including 'Can't you Sleep Little Bear?'

**Non- Fiction Text-** The children will find out about Bears / hibernation through a range of non fiction texts

**Letters and Sounds-** Phase 3- children will begin to apply their phonic knowledge to read words and simple sentences

### Maths

They will order 2 items by weight or capacity

Measure short periods of time in simple ways "My Day"

Use everyday language relayed to time

Count reliably to 20

Count to and from a given number to 20

Finds the total number of two sets

In practical activities begins to use the vocabulary of addition and subtraction

### Physical Education

The children will show and understand good practices that contribute to good health

Understand the importance of wearing appropriate clothing for the weather / keeping warm and dry.

Children will manage their own basic hygiene successfully, including dressing and undressing independently

Through 'Real PE' the children will go on a ' Moon Adventure' and develop their balance. They will travel with confidence on, over, though and around balancing and climbing equipment and show increasing control when throwing and catching.

### Expressive Arts and design

Where do Bears live?

Role Play - children to create a bear cave. Children will use props for the stories we are reading at the time to enhance their play and experience of How and Where Bears live.

They will paint and label their Bear Hunt maps.  
They will create a Moving bear using split pins.

Children will be introduced to the Artist Andy Goldsworthy and look and recreate Ice and snow sculptures

## 'Bears' Reception



### Communication and Language

Children will be able to:

Follow a range of stories without pictures or props.

Answer 'how' and 'why' questions in response to familiar stories.

Listen to stories, anticipating key events and respond to what they hear with relevant comments, questions or actions.

Uses language to retell stories and recreate roles.

Introduce a narrative or storyline into their

### Personal, Social and Emotional

Children will be able to ;

Recognise a range of emotions.

Talk about their own emotions - what makes them happy, sad, afraid, worried, excited, etc.

Show sensitivity to the needs and feelings of others.  
Describe themselves positively and talk about their abilities.

Begin to recognise that their own actions affect other people.

Are confident to try new activities and say why they like some activities more than others

Read a variety of Bear stories where children can relate to the morals in the stories and discuss.

### Knowledge and Understanding of the World.

Through Technology the children will use the Beebots to follow our Bear Hunt map.

They will use ICT programmes to Dress the bear and talk about what clothes they need to wear in the winter and dress appropriately for the winter weather.

Observe Seasonal Change and decay. Look closely at similarities, difference and pattern and change in the environment.

They will compare North/South Poles  
Animal habitats- hibernation

### English

#### **What do we know about Spring and New Life?**

The children will a variety of stories about Spring and New Life including The Very Hungry Caterpillar, The Tiny Seed, Jasper's Beanstalk., Monkey Puzzle and What's inside my Mummy Tummy?

They will learn to orally retell stories and create their own stories.

They will use non-fiction texts to answer questions about Spring and New Life.

They will write diaries including Bean and Sunflower Diaries Write information books to inform people how to look after babies and write labels and sentences, which can be read by themselves and others.

**Letters and Sounds**- Phase 3 and 4 children will begin to apply their phonic knowledge to read words, captions and sentences.

### Maths

Children will become confident in recognising 1p, 2p, 5p, 10p, 20p, 50p and £1 coins.

They will use coins to 10p to buy and sell items in the role play shop and develop their understanding of their number bonds to 10.

Children will sequence events within their life time.

They will learn to recognise o'clock and half past. They will recognise symmetry within the natural world and create

### Physical Education

Children will learn to know the importance of good health, exercise and a healthy diet.

They will be able to talk about ways to keep healthy and safe.

Children will be able to hop and skip confidently in time to music.

Children will use a correct pencil grip and gain greater control of their letter size when writing.

### Expressive Arts and design

#### **How do we care for babies and animals in our environment?**

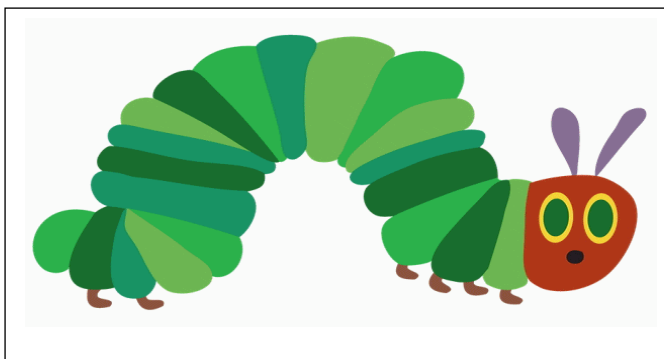
Children will introduce storylines and narrative to their play through Role-play scenarios- Shops, baby clinic, Spring Watch where they will act out as TV presenters reporting on their observations in the environment.

Children will: sing songs, make music and dance and experiment with ways of changing them .

Music is delivered by a Music Specialist.

Reception Summer Term 1

'Spring and New Life'



### Personal, Social and Emotional

Children will be able to ;

Take account of one another's ideas

Children will learn how to organise their ideas.

They will talk about plans they have made to carry out activities and evaluate the outcome, enabling them to discuss what they might do to their original plan to if they were to repeat them.

### Communication and Language

Children will be able to:

Listen attentively and respond with relevant comments, question or actions.

Listen attentively to stories without pictures or props.

Develop their own narratives and explanations by connecting ideas or events.

Use and extend their vocabulary that is increasingly influenced by their experience of books.

### Knowledge and Understanding of the World.

Develop an understanding of changes over time - Talk about past and present events in their own lives and the lives of their family members.

Know about the similarities and differences between themselves and others.

They will observe the Life cycle of a Butterfly within the classroom

Through a variety of sources they will learn about the Life Cycle of a Sunflower, Bean and the Life cycle of Ourselves.

Use ICT to record and represent their experiences, ideas, thoughts and feelings.

They will grow vegetables and sunflowers to observe the changes from the seed to plant

### English

#### **Children will :**

Listen to the stories of Handa's Hen and Handa's Surprise and The little Red Hen.

They will orally re tell the stories, changing aspects of the stories, ie, characters, setting, plot and re tell their new versions.

Children will write their new stories using narrative language.

Children will write instructions to make bread/jam

**Letters and Sounds**- Phase 3 and 4 children will begin to apply their phonic knowledge to read words, captions and sentences.

### Maths

Children will become confident in recognising 1p, 2p, 5p, 10p, 20p, 50p and £1 coins.

They will learn to recognise o'clock and half past.

They will solve simple everyday problems that include doubling, halving and sharing

Count in 2's, 5's 10's

Investigate number bonds to 10

They will add or subtract 2 digit numbers and count on or back to find the answer.

Weigh different types of fruit. Which is the heaviest or lightest? They will put them in order from the lightest to the heaviest.

### Physical Education

#### **Which is your favourite fruit?**

Children will learn to know the importance of good health, exercise and a healthy diet. They will be able to talk about ways to keep healthy and safe.

Children will show increasing control over an object by pushing, patting, throwing, catching or kicking it.

Children will use a correct pencil grip and gain greater control of their letter size when writing.

### Expressive Arts and design

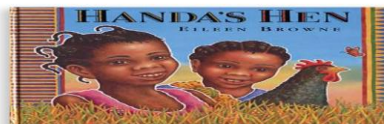
Can you design a basket for Handa to carry her fruit in?

Children will be taught the skill of weaving and incorporate this into their own designs. They will develop the ability to select appropriate resources and adapt work where necessary. They will select tools and techniques needed to shape, assemble and join materials.

Music is delivered by a Music Specialist.

Reception Summer Term 2

'Changes'



### Personal, Social and Emotional

Children will be able to:

Take account of one another's ideas

Children will learn how to organise their ideas.

They will talk about plans they have made to carry out activities and evaluate the outcome, enabling them to discuss what they might do to their original plan to if they were to repeat them.

They will show sensitivity to others need and feelings,

### Communication and Language

Children will be able to:

Children will follow instructions involving several ideas or actions

Recall and give instructions to others

Answer how and why questions about their experiences

Use past, present and future forms accurately

They will develop their own narratives by connecting ideas or events

### Knowledge and Understanding of the World.

This half term we will be focusing on Developing the children's understanding of changes over time. We will do this through: Compare 2 settings Warrington/ Handa's Surprise and describe their similarities and differences between themselves and others. Draw maps from how they get to school. They will visit Farmer Ted's and observe different types of farm animals and mini-beasts and observe the differences in their habitats.

Use ICT to record and represent their experiences, ideas, thoughts and feelings.

They will continue to observe the changes in the vegetables, strawberries and sunflowers, and which they have planted, as well as observing the changes in the forest area and pond habitat.

Observe changes when making bread or Jam

















