

Early Years Foundation Stage - EYFS

Please find below some information about the EYFS curriculum for children in our Reception class:

The EYFS is made up of seven areas of Learning and Development areas:

Prime Areas (these work together to support development in all other areas)

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas (essential skills and knowledge)

- Literacy
- Understanding of the World
- Mathematics
- Expressive Arts and Design

All of these have a strong emphasis on learning through exploration and play and are interconnected to characteristics of effective learning which are:

- Playing and Exploring
- Active Learning
- Creating and thinking critically

All areas of learning within the Development Matters document are underpinned by four guiding themes and their principles. These areas include:

- The Unique Child - Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

- **Positive Relationships** - Children learn to be strong and independent through positive relationships.
- **Enabling Environments** - Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- **Learning and Development** - Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

For more information on the EYFS curriculum please follow:

<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

English

English is taught at IKB using the Talk for Writing strategy, originally developed for the National Strategies by Pie Corbett and Julia Strong. In Talk for Writing, teaching is implemented at four different stages, these being:

- Immersion – getting to know a text and its structure.
- Imitation – identifying what makes the text good and the content.
- Innovation – making changes to the text.
- Invention – creating our own version of a text.

Talking is a crucial aspect of our English curriculum, and as such we value the impact that speaking has on our English work. Every term, children are exposed to one narrative unit and one non-fiction unit. Children are also exposed to poetry throughout the year.

Reading

At IKB we incorporate reading into our curriculum as much as possible. We have a daily teaching reading session in which reading skills and comprehension are taught using good quality comprehension texts. Children frequently visit the school library and classroom reading areas and choose books, which are read on a daily basis. From 15:00 to the end of the school day every day is time sacrosanct for class reading. During this time the class teacher will read a shared book to the entire class. This time allows for children to foster a passion and love for reading together as well as it being a time for children to be exposed to a deliberately challenging text which exposes children to new language and themes.

Phonics/ GPS

In Key Stage 1, children have a 30 minute daily 'Letters and Sounds' phonics lesson, which focuses on developing their writing skills through segmenting and blending. In the EYFS these begin as 20 minute daily sessions which rise to 30 minute sessions by term 2.

Grammar, punctuation and spellings (GPS) are also taught within English lessons, however children in Year 2 upwards who have passed the Year 1 phonics screening also have a daily lesson to teach GPS skills which are then transferred into English lessons

Maths

At IKB we teach maths through two separate daily sessions.

Every day we have a 25 minute maths meeting which focuses on arithmetic proficiency or wider maths curriculum coverage. This daily arithmetic proficiency session develops an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately. It is not about new learning, but is about building children's number fluency. Children practise and consolidate addition, subtraction,

multiplication and division. They build their multiplication tables and practise recalling and reciting number facts, as well as mathematical vocabulary. The wider maths curriculum coverage are sessions that look at more unique elements of maths which can sometimes be more difficult to grasp with limited classroom coverage e.g. shape, symmetry or telling the time. By more regularly going over these concepts and having the children recall them it helps to embed them within their learning.

Children then have a maths lesson which focuses on new learning in maths. Every maths lesson starts with teaching – then fluency, reasoning and problem solving; where appropriate. This enables our pupils to learn and practise a skill, apply it in a different context and solve a related problem which may require an element of reasoning.

Differentiation is through depth of learning and is based on assessment for learning within the current learning objective, not a prior attainment grade based on a broad range of mathematical skills. For instance, a child that may be efficient in numbers who would progress very quickly to solving and explaining reasoning in a numbers lesson, may need support and to secure basic skills in a geometry lesson.

A range of manipulatives are used to develop concepts throughout IKB. When introducing an idea for the first time, using concrete materials is used to allow children to deal with the abstract when they are ready. Development is based on learning models which promote a process of stages in learning maths i.e. practical, pictorial and finally symbolic (abstract). It is understood that any ability child in any age group may need concrete materials to bridge any gaps in their understanding.

Foundation Subjects

(Geography, History, Art, Design and Technology, Computing, Music, RE, PSHE, MFL, PE)

Every year group immerses itself every half term with the following:

- one science unit
- one humanities (geography or history) unit
- one art or design and technology unit
- one computing unit
- one music unit
- one PSHE unit
- two PE topics per half term
- one MFL unit for KS2 pupils – children do receive MFL exposure in EYFS and KS1

Units follow a sequence of learning; ensuring that pupils acquire knowledge required to be successful lifelong learners. Pupils have knowledge organisers which enable them to transfer knowledge into their long-term memory.

If you require more information regarding the curriculum at IKB then please contact Mr Healey, Headteacher, through the academy office.