

Stoke Prior First School Early Years Foundation Stage Curriculum Offer

At Stoke Prior First School we believe that our Early Years Foundation Stage, Personal, Social and Emotional Development (PSED) Curriculum should begin to equip our children with the knowledge, skills and understanding that they will need for their time in education and throughout the rest of their lives. These are underpinned by our school values of Teamwork, Responsibility, Respect and Reflection.

We have designed our Early Years curriculum content to provide a wealth of experiences and activities that are closely matched to those in Year 1 to allow children to reach their Early Learning Goals (ELGs) and ensure a smooth transition onto the Year 1 PSHE (Personal, Social, Health, Economic) curriculum where they can further develop and build their understanding. This content is planned around a series of questions for each term which matches the format of the Year 1 curriculum content.

We value dedicated weekly circle time, allowing children time to visit and discuss experiences within the safety and security of a carefully planned lesson. These sessions are planned using resources to cover the content of the current Early Years Foundation Stage Curriculum as a minimum. Plus children will have many other varied experiences across other lessons and school that support outcomes, including the outdoor play environment, playtimes, Forest School, assemblies, visits, games, visitors and many more.

Throughout these experiences we aim to include development of their vocabulary to support their understanding and allow them to make links with other parts of the curriculum.

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

Example activity: In a classroom game, children explore what different facial expression means by developing their understanding of the vocabulary and meanings of emotions such as happy, sad, disappointed, embarrassed, nervous, lonely. Children discuss what these might look like and the times they might have felt like this.

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

Example activity: Children are taught the rules of 'good listening' and the importance of putting their hands up to speak, waiting patiently for their turn.

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Example activity: Children learn the importance of good listening by playing clapping games where they copy the rhythm clapped by a teacher or other children, or listen to a story where they add a word or a sentence of their own.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

Example activity: In forest school, children learn how to build their own shelter, working together to overcome problems and find solutions to make the shelter safe and strong.

- Explain the reasons for rules, know right from wrong and try to behave accordingly;

Example activity: Children discuss the rules for internet safety and then learn and sing the internet safety song.

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Example activity: Children discuss the importance of cleaning teeth, how to do it properly and how often. They practice how to do it on dolls and toys.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;

Example activity: Children use role-play in the outdoor area, working together, listening and responding respectfully to each other's ideas.

- Form positive attachments to adults and friendships with peers;

Example activity: Children listen to a story about friendship, discuss the story and what makes a good friend.

- Show sensitivity to their own and to others' needs

Example activity: In pairs, children take turns to discuss things they both enjoy doing out of school and they then tell the rest of the class what they both like.