

## **EYFS at St Anne's**

Children in the Early Years Foundation Stage follow the Statutory Framework 2012. Pupils are encouraged and supported to participate in our carefully planned curriculum based on the 7 areas of learning and development. There are three prime areas - **Personal, Social and Emotional Development, Communication and Language**, and **Physical Development**, and four specific areas - **Literacy, Mathematics, Understanding the World**, and **Expressive Arts and Design**.

At St Anne's we focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively. As children grow in confidence and ability within the three prime areas the balance will shift towards a more equal focus on all areas of learning.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

### **Personal, Social and Emotional Development**

We provide a safe and caring environment where children develop social skills, self confidence, a positive sense of themselves and others, and form relationships.

### **Communication and Language**

Helping children to develop communication and language skills is a major focus at St Anne's.

A Total Communication approach is used throughout the school. We take every opportunity to support the development of listening and attention skills, understanding and expressing themselves through speech and/or signing.

### **Physical Development**

At St Anne's we providing opportunities for children to develop their fine and gross motor skills, and co-ordination. This area of learning also includes helping children to develop self care skills and a positive attitude towards food and exercise.

### **Literacy**

This area covers the development of early reading and writing skills. It involves fostering an enjoyment of sensory stories , books, stories, rhymes and songs. Pupils are encouraged to handle books and share books with an adult; and engage in mark making activities. We provide a print rich environment and introduce symbols, letters and words in a fun and playful way.

### **Mathematics**

Children are supported to develop early number skills and an understanding of shape, space and measures, through playful activities and modelling the use of mathematical language.

### Understanding the World

Children learn about the world around them and how to use simple technology.

### Expressive Arts and Design

This area of learning fosters children’s development in art, drama, music, dance and play skills. It involves enabling children to explore and play with a wide range of media and materials. Treasure baskets and messy play are implemented to explore textures as well as regular art and craft sessions. We have a strong emphasis on learning through music songs and rhymes.

### Rolling Programme Early Years Foundation Stage.

Year 1	Topic	Ideas for activities and books
Autumn	All About Me	Senses Parts of the body Growth Own time line Family People who help us Self portraits Harvest Fireworks Diwali Christmas
Spring	Stories, including Traditional Tales and Nursery Rhymes.	Three Little Pigs Goldilocks and the Three Bears The Enormous Turnip Humpty Dumpty Easter
Summer	Water	Mother's Day Seaside Under the Sea/The ocean Weather Plants Floating and sinking

<b>Year 2</b>	<b>Topic</b>	<b>Including some of the following:</b>
<b>Autumn</b>	<b>Colours and Shapes, including Night and Day, Dark and Light.</b>	Day and Night Dark and Light Twinkle, Twinkle, Little Star Nocturnal animals 'Owl Babies' Mixing colours Fireworks Diwali Christmas
<b>Spring</b>	<b>Animals</b>	Farm Zoo Pets Jungle Little Red Hen
<b>Summer</b>	<b>Journeys</b>	Transport Animals around the world People from around the world Homes around the world 'The Train Ride'. 'Walking Through the Jungle'. 'We're Going on a Bear Hunt'.

These topics form the EYFS Rolling programme of suggested topics. As planning takes into account children's levels of development and interests these topics may change.