

Early Years Foundation Stage - FS2 Curriculum

The basic principle - Learning Through Play

- First hand experiences
- Child initiated and adult focus activities
- Free flow play
- Linked to their interests

Children engaged in play and exploration are learning through experience, because young children's development and learning, whether physical, social, emotional, moral or cognitive, requires real, hands on engagement - it cannot be done by means of a worksheet

In FS2 the EYFS framework is followed, the curriculum is divided into seven areas of learning and development, although we recognise that, in practice, many of these areas overlap.

These seven areas of development include:

Three **PRIME AREAS** and Four **SPECIFIC AREAS**

Each area of learning and development will be implemented through planned, purposeful play and a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. Each child's emerging needs and interest, will be responded to, and their development guided through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

When planning and guiding children's activities, the FS2 team will consider the different ways that children learning and reflect these

in their practice. The following three characteristics of effective teaching and learning will form an integral part of provision and practice in FS2.

Playing and exploring - children investigate and experience things, and 'have a go';

Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements, and

Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Writing skills

- If children write with pencils and paper, they need to be able to co-ordinate their fingers. The motor cortex, which controls hand/finger co-ordination, is not usually matured and developed in this respect until at least 5 years old. This comes later in boys than in girls.
- Writing does not always have to be on paper
- Boys often do not enjoy mark making on paper as much as girls do (Essentials of Literacy 0 - 7 by Tina Bruce, 2008)

Learning environments

- During child initiated and adult focus activities the children will be able to move freely between areas.
- Regular access to shared area which provides different activities. Able to explore the sand and water.
- Outdoor learning environment will be developed as the weather cools down. The outdoor classroom will reflect the indoors. It will allow the children to access all learning environments outside as well as inside.

Letters and Sounds – Phase Two – Four in FS2

Works by:

Little Pandas Early Learning Centre

- Fostering children's speaking and listening skills as valuable in their own rights and as preparation to learning phonic knowledge and skills
- Teaching high quality phonic work by equipping them with the phonic knowledge and skills they need to become fluent readers and writers by the age of seven

Phase Two 6 weeks Learn 19 sounds

- Blending and segmenting from week 2 and 3
- Tricky words from week 3 - the, to, I, no, go
- Read or write a caption with the teacher from week 3 (with magnetic letters)

Phase Three

12 weeks

Learn 25 sounds, mostly comprising of 2 letters

Phase Four

4-6 weeks

- Purpose is to consolidate children's knowledge of sounds in reading and writing
- Practise recognition and recall of the sounds learned
- Teach decoding of 4 letter words
- Decoding and spelling High Frequency Words
- Decoding simple words and beginning to write simple captions and sentences.

Home Activities

- Practical activities
- Covers the whole of the curriculum
- Develops a range of skills
- Focus on developing hand to eye co-ordination and fine motor skills

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- High Frequency Words (HFW)
- LEARNING THROUGH PLAY
- Practise sounds of the week

EAL (English as an additional language)

- Will spend time listening and absorbing the new language before beginning to use it
- Their understanding will be greater than their active use of the language
- Important that the children are taught and involved in the activities. Encourage but do not force verbal participation.
- Gestures will show the children's understanding