

# Hurworth Primary School

## EARLY YEARS FOUNDATION STAGE

Welcome to Hurworth Primary School!

We are delighted that your little one will be joining our very special Hurworth family and we look forward to welcoming them (and you) into our beautiful school very soon.

The aim of this brochure is to provide you with information about our vision for our Early Years Foundation Stage and the aims that we wish to achieve over the course of the year.

We hope that you find this information both useful and interesting. Of course, if you do have any questions, please don't hesitate to ask by emailing our school office at [HWPGenerale@hurworthprimary.com](mailto:HWPGenerale@hurworthprimary.com).

Thank you,

The EYFS Team



*"The first 5 years, have so much to do with how the next 80 turn out."*  
- Bill Gates



*"Children want the same things we want. To laugh, to be challenged, to be entertained, to be delighted."*  
- Dr Seuss.

**Hurworth**  
Primary School

Consider. Create. Contribute

# Communication and Language



*“Learning too soon our limitations, we never learn our powers.”  
- Mignon McLaughlin*

The development of children’s communication and language skills underpins all seven areas of learning and development.

From an early age, children’s interactions form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day is crucial.

We foster a language rich environment in our reception classroom, reading frequently to children and engaging them in a wide range of literature. Promoting effective communication is a fundamental part of our daily practice, encouraging children to articulate verbally and non-verbally. Staff are role models in developing communication, social interactions and introducing new vocabulary.

Through engaging children actively in stories, non-fiction, rhymes and poems, we invite them to contribute and elaborate. Our aim is to develop their confidence and skills in expressing themselves, learning to speak and listen in a range of situations.



## *Early Learning Goals*

- **Listening, Attention and Understanding:** includes holding conversations, making comments and asking questions about what they’ve heard and showing good listening skills.
- **Speaking:** includes offering explanations and expressing their ideas and feelings in full sentences.

# Personal, Social and Emotional Development

*“For children, play is as natural as breathing – and as necessary.”*  
- Mimi Bronsky Chenfeld  
Early Childhood Author



**In our school, we aim to ensure that all children are able to lead healthy and happy lives.**

**We will provide strong, warm and supportive relationships that enable children to learn how to understand their own feelings and those of others. Our children will be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.**

**Over the course of the year, we will also take the time to share with the children how they can look after their bodies, including healthy eating, oral health and how to manage personal needs independently.**

**We help children to learn how to make good friendships, co-operate and resolve conflicts. These attributes will provide a secure platform from which children can achieve at school and in later life.**

## *Early Learning Goals*

- **Self-Regulation:** includes showing an understanding of their own feelings and those of others.
- **Managing Self:** includes managing their own basic hygiene needs and showing independence.
- **Building Relationships:** includes working and playing with others, taking turns and making friends.

# Physical Development



*“Children are like wet cement. Whatever falls on them, makes an impression.”*  
- Dr Hiam Ginnot

Physical activity is key in children’s all-round development, enabling them to pursue happy, healthy and active lives.

By creating games and providing opportunities for play both indoors and outdoors, we will be able to support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. In addition, fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy.

We provide all children with repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools such as scissors, paintbrushes, playdough cutters, pens and pencils.

With feedback and support from the adults around them, this will help the children in our school to develop proficiency, control and confidence.



## *Early Learning Goals*

- **Gross Motor Skills:** includes showing balance and coordination in large movements, such as running, jumping and climbing.
- **Fine Motor Skills:** includes using a range of small tools, such as cutlery, paintbrushes and scissors, along with holding and controlling a pencil

# Mathematics



*“The learning process is something you can incite, literally incite, like a riot.”*

*- Audre Lorde*



Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.

Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

Our curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

We also aim to instil and develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

## *Early Learning Goals*

- **Number:** includes understanding numbers to ten, subitising (the ability to recognise amounts in small groups without counting) and recalling pairs of numbers that make five or ten (number bonds).
- **Numerical Patterns:** includes counting to twenty and beyond and comparing quantities and number patterns, such as odd and even numbers.

# Literacy

*“Educating the mind,  
without educating the  
heart, is no education at  
all.”  
- Aristotle*

Reading is at the heart of our curriculum at Hurworth Primary School. We aim to develop a life-long love of reading in our children through exposing them to a range of picture books, non-fiction texts, poetry and nursery rhymes as part of our '5 a day' language rich experiences diet. They learn to share their understanding of the texts they encounter.

Part of developing this love of reading comes from the children learning how to decode words for the very first time. Through our phonics programme, Little Wandle Letters and Sounds Revised, we aim to give the children the tools to read for themselves over the course of the year.



## Early Learning Goals

- **Comprehension:** includes retelling stories and using new vocabulary.
- **Word Reading:** includes using their knowledge of phonics to read letters, words and simple sentences.
- **Writing:** includes writing letters, words and simple sentences.



As the children begin to develop their knowledge of the sounds that make up our language, they begin to move from mark-making to early letter formation and eventually begin to write for different purposes through captions and sentences across all of the areas in our environment. The children learn to write about their personal experiences, the books they read and the things that interest them.



# Understanding the World



*“Curiosity is the wick in the candle of learning.”  
- William Arthur Ward*

Understanding the world involves guiding children to make sense of their physical world and their community.

In our reception class, we aim to maximise children’s personal experiences, increasing their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.

In addition, our practice of listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.



## *Early Learning Goals*

- **Past and Present:** includes knowing some similarities and differences between things in the past and the present day.
- **People, Culture and Communities:** includes knowing some similarities and differences between religious cultures and communities.
- **The Natural World:** includes exploring the natural world, making observations and knowing some similarities and differences between different environments.

# Expressive Arts and Design

*"Art is too important  
not to share."  
-Romero Britto*



Allowing children to express themselves creatively is vital in ensuring they are happy and engaged in their learning.

We encourage children to talk about their own and others' work, offer opinions and share ideas in a sensitive and supportive way.

Children learn songs, perform dances, and produce pictures and models using many different methods and materials.

They will also investigate sound using a range of instruments and develop imagination and cooperative play by engaging in the role play areas.

## *Early Learning Goals*

- **Creating with Materials:** includes using different materials, tools and techniques to represent their ideas.
- **Being Imaginative and Expressive:** includes creating stories and singing rhymes, songs and poems.

# Early Learning Goals

## Communication and Language

### Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and forth exchanges with their teacher and peers.

### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## Personal, Social and Emotional Development

### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- 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

### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

## Physical Development

### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

## Understanding the World

### Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## Expressive Arts and Design

### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

## Mathematics

### Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Literacy

### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.