

EYFS Curriculum - Statutory Framework Areas of Learning and Development (ELGs)

Prime Areas

Communication and Language

- Listen attentively and respond with relevant questions and comments
- Hold conversations. Offer own ideas, use newly introduced vocabulary (see about me vocab list) Express ideas and feelings about experiences, use full sentences.

PSED

- Understand own feelings, work towards simple goal, give focused attention and respond appropriately. Be confident, try new activities, show independence, resilience and perseverance. Work and play cooperatively.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Physical Development

- Hold pencil effectively, show accuracy with drawing and use a range of small tools.
- Negotiate space and obstacles safely, demonstrate strength, balance and coordination.

Literacy

- Retelling familiar stories and narratives using own words and new vocab, anticipate key events
- Read words consistent with phonic knowledge by sound blending
- Write recognisable letters, spell words by identifying sounds, write simple phrases and sentences that can be read by others.

Mathematics

- Have a deep understanding of number to 10, including the composition of each number, subitise to 5. recall number bonds to 5

Understanding the World

- Talk about the lives of people around us
- Describe immediate environment, explain some similarities and differences between life in ours and other countries.
- Know some similarities and differences between different religious and cultural communities in this country.

Expressive Arts and Design

- Safely use and explore a variety of materials, tools, and techniques experimenting with colour, design, texture form and function.

Artefacts & Resources



Stories and texts with messages about diversity, culture, families and feelings.



Skeletons, teeth and toothbrushes.

The Eatwell Plate



Emotion stones

Shared family photos and family trees.



Clipston School History Artefacts

Questions

Are we all the same?

What makes us special? (PSED)

What does unique mean?

How are we similar?

How are we different?

What are our body parts? How does our body change and grow?



How do we stay healthy?



What do our bodies need ?
How do we keep our bodies healthy and strong? (health and self-care/PD)
How do we look after our teeth?

Who is important to me?

Who is in my family?

What makes my family special?



How do you feel today?



Do we always feel the same?

What sorts of feelings do we have? (Managing feelings and behaviour)

What makes me happy/sad?

Who is in my school community?

What is a community?

Why is my school special?



Vocabulary

Family	A family is two or more people who are connected by biology, adoption, marriage, or strong emotional bonds.
Belonging	Acceptance of being you as an important and valued member of a group.
Community	Living in the same place or sharing a common interest.
Unique	The only one of its kind.
Body	The physical structure, including the bones, flesh, and organs, of a person or an animal. The human body includes the tissues, organs, and systems that makes up a human being.
Bones	Bones provide support for our bodies and help form our shape.
Muscles	Muscles lie under the skin. It is made up of long threads, or fibers. Skeletal muscle controls movement, posture (position of the body), and balance.
Stereotypes	Instead of stereotyping we will ask questions when we don't know.
Emotion	An emotion is a person's inner feeling. e.g., Happiness, sadness, excited, angry.
Culture	Is the way that people live, and food, clothing, language, and celebrations are all a part of culture.
Diversity	Differences, people may be different in many ways, including ethnicity, age, disability, language, appearance, or religion.

	Key learning
1	<p style="text-align: center;">Are we all the same?</p> <p>C&L – Discuss and share knowledge on this question. Are we all the same? Do we all look, act and can do all the same things? Dispel any gender stereotype myths and discuss. We have similarities and differences and this is what makes us unique. Being respectful of differences and being proud of ourselves.</p> <p>Literacy – Share and talk about core texts which incl. difference and being respectful of unique qualities. Sequence and recall key events from core texts and story books. Use list writing to record what makes me who I am. E.g. I like dancing, I can swim, I am 5. Understand caption writing for core text pictures or own drawings e.g. I like to swim.</p> <p>Mathematics – Themed enhancements throughout continuous provision e.g. monster faces can you give the monster 3 eyes, one arm, 6 legs. Use emotions faces – can you create a face fine motor using resources such as googly eyes, play dough etc.</p> <p>UtW – Labelling parts of a human body (skeleton, organs and muscles), what does this part of the body do link to senses, movement etc. Do we all have the same body parts? Discuss similarities and differences including; gender differences, skin colour, disabilities etc.</p> <p>EA&D – Singing songs e.g. Head, shoulders, knees and toes song.</p>
2	<p style="text-align: center;">How do we stay healthy?</p> <p>Exploring what it means to lead a healthy lifestyle. Looking at the Eatwell plate guidance and the physical activity guidance. Why do we exercise? Why do we need to eat healthily? What does this look like?</p> <p>C&L – Discuss and share prior knowledge how do we stay healthy? Discussing eating healthily (Eatwell Plate 5 years old and above guidance). Hold conversations with peers in small and large groups about how they stay healthy and can make healthy choices. Looking at healthy lunchboxes and moving more to keep our body healthy. Thinking about our senses (taste, touch, smell, hearing, sight). Exploring new and familiar foods, tasting new food and identifying foods that are grown verses those that are processed. The Eatwell Guide is based on the Government's <i>Eight tips for healthy eating</i>, which are: Base your meals on starchy foods. Eat lots of fruit and vegetables. Eat more fish – including a portion of oily fish each week. Cut down on saturated fat and sugar. Try to eat less salt – no more than 6g a day for adults. Get active and be a healthy weight. Don't get thirsty. Don't skip breakfast.</p> <p>Literacy – Explore non-fiction and fiction books linked to food, wellbeing, physical activity e.g. The hungry caterpillar. Write about favourite food using new vocab linked to the look and taste of certain foods. Guided and non guided writing opportunities. Exploring emotions what makes me happy, sad etc. Make a healthy eating display children to write the labels. Explore instructional texts e.g. how to brush your teeth to embed sequencing in order.</p> <p>Mathematics – Nutrition and exercise enhancements throughout continuous provision e.g. How many hops can I do, how may times can I do a star jump. How long is 60 minutes exercise? How many Vegetable prints can I create. How many tyres should we use in our obstacle course. Can we follow a recipe ad count the correct ingredients out. Children to hand out snacks.</p> <p>UtW – Sequence the how we brush our teeth first, next, finally. Find out where food comes from do all people eat the same? Does someone who lives in Japan eat the same as we do for lunch? Find out which food grows in the grown, food from animals, from the sea. Where does your food come from locally or from another country. Explore exercise videos available online e.g cosmic yoga, joe wicks, imoves (yoga, mindfulness, Pilates)</p> <p>EA&D – Design and draw or make your own healthy meal using arts and craft materials. Cut out images of different foods and use to create a healthy eating collage.</p>
3	<p style="text-align: center;">Who is important to me?</p> <p>C&L – Discuss Hold conversations with peers in small and large groups about favourite foods.</p> <p>Literacy – Can share, talk and write about who is important to me. Why are certain people important to me? E.g., My Daddy/Mummy is important to me because they care for me. Exploring books about people that are important.</p> <p>Mathematics – Using concrete resources to support counting and sorting counting how many people live in my house, where do I live number 1? Number 19? Forming numbers correctly to represent the number of objects I have counted.</p> <p>UtW – Discussing who is in my family, does everyone have the same family as me? Do some people have big families and others small? Understanding who am I? and who are you? Considering similarities and differences with one another.</p> <p>EA&D – Role play and devise narratives using the home corner. Drawing a picture of people who are important to me.</p>

	Key learning cont.
4	<p style="text-align: center;">Do we always feel the same?</p> <p>C&L – Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Literacy – Look at books that explore emotions and discuss e.g. colour monster. To share, discuss and record feelings labels for pictures e.g. How does colour monster feel? Happy, sad,angry and start to record simple sentences for why they feel a certain way. Angry when friend not share. Happy monster playing.</p> <p>UtW- Show sensitivity to their own and to others’ needs. To discuss being caring, kind and friendly. What does this look like in our class? Do we all show kindness and manners in the same way? Do people across the world show caring and kindness in the same ways? In Japan they show respect as a way of kindness, many people would not hug in public.</p> <p>EA&D- To choose coloured materials and create a collage to represent the way I feel. E.g. I have chosen a pink materials and created a the shape of a love heart to show love. Listen to music, does some music help us to feel happier, excited or sad?</p>
	<p style="text-align: center;">Who is in my school community?</p> <p>C&L – Understanding simple ways to make sure my school is a safe and happy place. Knowing how to be kind and welcoming to someone in class and getting to know people in my class. Exploring emotions and knowing it is normal to feel a range of emotions when I am doing something new. Being able to understand what helps me to manage new situations</p> <p>Literacy – To learn and sing our nativity songs. To recount parts of the nativity. To be able to write simple notes to friends at school recognising initial sounds in names and words. To be able to write invitations and cards to friends.</p> <p>UtW – Talking about family, belonging and diversity. Exploring stereotypes and belonging to a community. Celebrating, understanding, and accepting difference.</p> <p>EA&D – Learning school songs for assemblies and for the nativity. To help make Christmas decorations to sell for our school community fundraising.</p>