



Riverside School
Prague
Early Years

Riverside

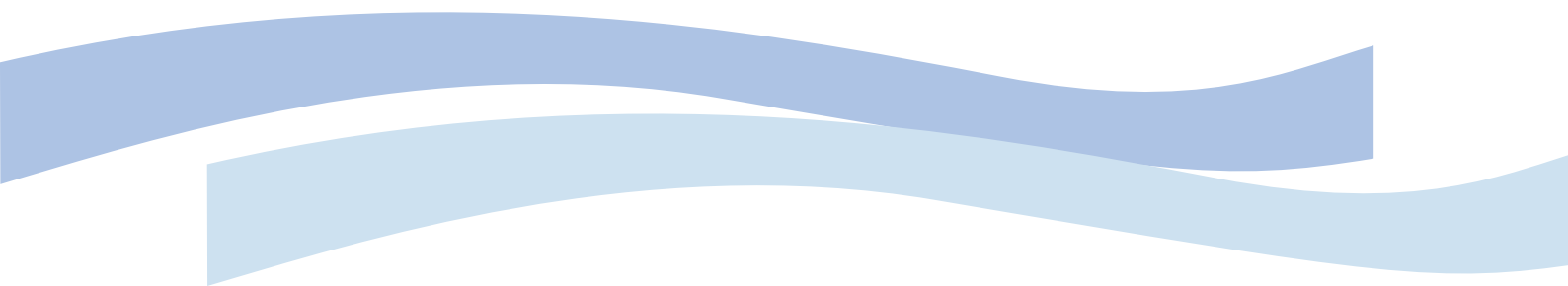
Early Years School

Curriculum



*"Pojď sem, synu, uč se moudrým býti."
"Come here, son, and learn to be wise."*

J. A. Komenský (1592 - 1670)



Content

Guiding Principles	3
Areas of Learning	4 - 5

*Prime Areas - Communication and Language,
Physical Development and Personal, Social and Emotional Development*

*Specific Areas - Literacy, Mathematics, Understanding the World,
Expressive Art and Design*

Early Learning Goals	6 - 9
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*Prime Areas - Communication and Language,
Physical development, Personal, Social and Emotional Development*

*Specific Areas - Literacy, Mathematics, Understanding
the World, Expressive Art and Design*

Assessment at the end of the Foundation Stage	10
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Guiding principles

Four guiding principles shape our practice at Riverside Early Years School.

These are:

- *Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;*
- *Children learn to be strong and independent through **positive relationships**;*
- *Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents.*
- ***Children develop and learn in different ways and at different rates.** Our curriculum strives to meet the educational needs of all children in early years, including children with special educational needs and abilities.*



The areas of learning and development

There are seven areas of learning and development that shape the educational programmes at Riverside Early Years School. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the **prime** areas, are:

- Communication and language
- Physical development
- Personal, social and emotional development.

We also support children in four specific areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Through our Early Years curriculum, we involve activities and experiences for children, as follows:

Communication and language development

involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development

involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development

involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy development

involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poetry, and other written materials) to ignite their interest.

Mathematics

involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world

involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design

involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

These areas of learning are promoted through a variety of themes and a variety of experiences, such as:

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

The Early Learning Goals

The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals set out below.

THE PRIME AREAS

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.



The Early Learning Goals

Physical development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.



The Early Learning Goals

THE SPECIFIC AREAS

Literacy

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Mathematics

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.



The Early Learning Goals

Understanding the World

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations and talk about changes in animals and plants and explain why some things occur.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.



Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

In the final term of the Reception year, the EYFS Profile is completed for each child. The Profile provides parents and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile reflects: ongoing observation; all relevant records; discussions with parents and any other adults whom the teacher or parent judges can offer a useful contribution. (i.e. speech and language therapists, EAL teachers, etc)

Each child's level of development will be assessed against the early learning goals (as described above). Teachers will indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the content/purpose of the EYFS Profile.

Year 1 teachers will be given a copy of the Profile report, together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These should inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

Riverside Early Years School will share and explain the results of the Profile with parents at the final parent teacher conference in June. The Profile will be completed for all children, including those with special educational needs or abilities. Reasonable adjustments to the assessment process for children with special educational needs and abilities will be made as appropriate. Riverside Early Years School will consider whether they may need to seek specialist assistance to help with this and consult with parents when necessary. Children will have differing levels of skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

Revised in August 2016.