



British Section, SHAPE International School

CURRICULUM OVERVIEW - SUMMER TERM 2023

FS1 - Elf



EYFS Curriculum and Assessment

At the British Section, we use the **EYFS Statutory Framework (2021)** to guide our teaching and learning. Within this framework there are four guiding principles which shape our practice. These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

EYFS learning and development requirements

Our curriculum encompasses **seven areas** of learning and development. All areas of learning and development are important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving. These are called the **prime areas**: communication and language; physical development; and personal, social, and emotional development. Four areas help children to **strengthen and apply** the prime areas. These are called the **specific areas**: literacy, mathematics, understanding the world, and expressive arts and design. Throughout their time in Elf Class our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as **Early Learning Goals (ELGs)** and their descriptors can be found at the end of this document. The British Section curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

Characteristics of Effective Learning

Weaving throughout the EYFS curriculum at the British Section are three **Characteristics of Effective Learning**.

1. **playing and exploring** - children investigate and experience things, and 'have a go'
2. **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
3. **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.



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Personal, Social and Emotional Development: Elf class will develop self-confidence, self-awareness and positive relationships with others as part of their daily experience. We will focus on resilience, independence and self-regulation of behaviors through stories and circle time. As Elf class find out about different habitats for animals and insects, they will think about how we can help them and take care of our environment. Caring for the wider world around us. We will explore health and well-being, nurturing mental health through understanding how growth and change affect us. They will have a deeper understanding of what is needed to keep them safe and well. Understanding the importance of being respectful, brave, caring, grateful, fair, honest and responsible.

Physical Development: This term the children will continue to improve their fine and gross motor skills with daily finger gym activities and 'Write Dance' a scheme that develops writing skills to music. We will develop dance, ball skills and small apparatus work. They will enjoy team games and take part in sports day. This is in addition to the gross motor work they do every day in the playground, classroom and garden. As their fine motor skill improves, we will support their emergent letter writing with painting tracing and multisensory work. An essential part of physical development is developing healthy life choices. Finding out about why hand washing is important and why we should clean our teeth. Developing a better understanding of a balanced diet.

Communication and Language: Communication is developed throughout the year in all subjects. In this term we will continue to develop our communication skills using role play in literacy. The children will have opportunities to re-enact stories using puppets and produce animations working in groups. The children are always encouraged to ask questions about why things happen and how things work. We will link this to our observations of living things and seasonal change. The children will use language to develop critical thinking skills- discussing, adapting and improving their work.

Literacy: Elf class are read to daily and encouraged to join in with stories and poems and think about their meaning. We'll enjoy classics like 'Like Jaspers Beanstalk' and explore nonfiction books linked to our themes. Elf class follows a structured phonic programme based on 'Letters and Sounds'. Through phase 1 phonics we explore and develop a range of skills- listening to environmental sounds around us, developing Instrumental sounds and exploring musical instruments, body percussion and patterns. We enjoy exploring rhyme and alliteration with puppets and games. Using their voices to play with and explore sounds. The children love our musical phonics program. Our older Elves will really start to explore orally blending and segmenting sounds as an essential part of the first steps to emergent reading. Daily writing opportunities both inside and out linked to themes, Fine and gross motor skills improved by finger gym and write dance. This term their emergent writing and letter formation will really start to bloom.



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Mathematics: The children take part in daily mathematical activities that develop important mathematical principles through counting and shape work. This will be done both by taught adult led activities and through the continuous provision and play both inside and out. We will be developing their understanding of problem solving and critical thinking. Being able to talk about their ideas will really help their problem solving to develop. The children will continue to listen to rhymes, songs and stories that involve counting and shape and patterns. By providing frequent and varied opportunities to build and apply understanding – using manipulatives, including small pebbles or frames for organising counting – the children will develop a secure base of knowledge and vocabulary from which mastery of their mathematics is built. Elf class will be supported to develop positive attitudes and interests in mathematics.

Understanding the world: The children will further develop their understanding of nature, exploring similarities and differences between living things. We will take part in nature trails, observing changes in the summer describing what we see during our Forest School sessions. We will explore the life cycle of a butterfly observing growth and change in the classroom with our butterfly house and releasing our hatched butterflies into the garden. Elf class will develop their understanding of people and communities by celebrating our diversity here in SHAPE. Elf class will explore technology using floor robots, ipads and simple programs to enrich the practical day to day curriculum. Ensuring they understand about safe use of technology through story and discussion. They will plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel asking questions about how and why things work.

Expressive Arts and design: We will continue to build our repertoire of songs in daily music experiences and begin to explore composition using different instruments. The children will combine different media and explore colour mixing independently. Looking at artists like Monet to develop their joy of art and see how the world can be seen in different ways. We will be combining different media and junk modeling, adapting and discussing the models we make. They will explore a range of natural materials talking about the shapes and pictures they make. Elf class will explore art and music through our themes and musical phonics. They will select and adapt resources to work with through discussion. Elf class will begin to represent their own ideas in dance, role play, and stories linked to our themes. They will develop complex worlds through small world play and building blocks.

R.E: RE in FS1 sits within the areas of personal, social and emotional development and understanding the world. Our curriculum enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. Elf class will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community, this will link in very closely to our work on character values. Elf class will have the opportunity to develop their emerging moral and cultural awareness through charity events like Make a Wish. We will explore special places by visiting the chapel and celebrate their own special days being part of the SHAPE community and enjoying caring for our natural world around us.



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The Early Learning Goal Descriptors: Communication and Language

ELG: 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.

ELG: 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.

The Early Learning Goal Descriptors: Personal, Social and Emotional; Development

ELG: 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.

ELG: 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.



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ELG: 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

The Early Learning Goal Descriptors: Physical Development

ELG: 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.

ELG: 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.

The Early Learning Goal Descriptors: Literacy

ELG: 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, nonfiction, rhymes, and poems and during role-play.

ELG: 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.



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ELG: 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.

The Early Learning Goal Descriptors: Mathematics

ELG: 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.

ELG: 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.

The Early Learning Goal Descriptors: Understanding the World

ELG: 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.



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ELG: 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.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals & 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.

The Early Learning Goal Descriptors: Creating with Materials

ELG: 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.

ELG: 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.