

# The Early Years Curriculum

## At Durand Academy

At Durand Academy we use the 'Development Matters in the Early Years Foundation Stage' document to inform our planning. Seven areas of learning are covered through the year and each area is further broken down into sub-divisions. The table below shows the names of the seven areas and their subdivisions and gives a brief description of each.

<p style="text-align: center;"><b>1. Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• <i>Making Relationships</i> How the children form friendships with other children and build relationships with the adults in their setting.</li> <li>• <i>Self-Confidence and Self-awareness</i> Building confidence in themselves, valuing praise and becoming aware of responsibility.</li> <li>• <i>Managing Feelings and Behaviour</i> Developing an awareness of boundaries and routines and how their behaviour affects others. Learning to express a range of feelings appropriately.</li> </ul>
<p style="text-align: center;"><b>2. Physical Development</b></p> <ul style="list-style-type: none"> <li>• <i>Moving and Handling</i> Developing fine and gross motor skills and co-ordination.</li> <li>• <i>Health and Self-care</i> Learning about our bodies and how to keep healthy.</li> </ul>
<p style="text-align: center;"><b>3. Communication and Language</b></p> <ul style="list-style-type: none"> <li>• <i>Listening and Attention</i> Increasing their ability to listen to others and respond appropriately. Being able to recall facts from stories and maintain concentration for appropriate lengths of time.</li> <li>• <i>Understanding</i> Developing the ability to follow instructions and ask as well as answer questions.</li> <li>• <i>Speaking</i> Increasing vocabulary and the ability to use complex sentences to communicate their thoughts and feelings.</li> </ul>
<p style="text-align: center;"><b>4. Maths</b></p> <ul style="list-style-type: none"> <li>• <i>Shape, space and measures</i> Recognition of 2D and 3D shapes and their properties and measuring and comparing the height, length and weight of objects.</li> <li>• <i>Numbers</i> Number recognition as well as number concepts and simple calculation through addition and subtraction.</li> </ul>
<p style="text-align: center;"><b>5. Literacy</b></p> <ul style="list-style-type: none"> <li>• <i>Reading</i> Developing an interest in books and how to use them, learning phonics through the Jolly Phonics programme and beginning to recognise and read words.</li> </ul>

<ul style="list-style-type: none"> <li>• <i>Writing</i> Being able to hold a pencil with an effective grip to form recognisable letters and begin to write words.</li> </ul>
<p style="text-align: center;"><b>6. Understanding the World</b></p> <ul style="list-style-type: none"> <li>• <i>People and Communities</i> Developing an awareness of people in their families and the local community.</li> <li>• <i>The World</i> Learning about living things, environments, growth and changes over time.</li> <li>• <i>Technology</i> Understanding the role of technological equipment such as mobile phones, laptops and remote controls in our everyday lives. Being able to complete simple programs on the computer.</li> </ul>
<p style="text-align: center;"><b>7. Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• <i>Exploring and using media and materials</i> Using a wide range of tools and materials to engage in creative activities.</li> <li>• <i>Being imaginative</i> Developing the imagination through role play and creating simple representations of events, people and objects.</li> </ul>

Through these seven areas of learning we also observe and develop the children's Characteristics of Effective Learning which are explained in the below table.

<b>Characteristics of Effective Learning</b>
<p><u><i>Playing and exploring – engagement</i></u> Finding out and exploring Playing with what they know Being willing to 'have a go'</p>
<p><u><i>Active learning – motivation</i></u> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>
<p><u><i>Creating and Thinking Critically – thinking</i></u> Having their own ideas Making links Choosing ways to do things</p>