



**Russian
International
School**

Early Years Foundation Stage Curriculum Overview

The National Curriculum

At RIS, we follow The National Curriculum (NC) which applies to pupils of compulsory school age in schools in England.

Being an international school, we adapt the curriculum to the needs of the school.

It is organised on the basis of six key stages.

Primary

- EYFS: Ages 2-5 (Pre-Nursery-Reception)
- Key Stage 1: Ages 5-7 (Years 1-2)
- Key Stage 2: Ages 7-11 (Years 3-6)

Secondary

- Key Stage 3: Ages 11-14 (Years 7-9)
- Key Stage 4: Ages 14-16 (Years 10-11)
- Key Stage 5: Ages 17-19 (Years 12-13)

For each key stage and subject, programmes of study set out what pupils are taught, and attainment targets set out the expected standards of pupils' performance.

The curriculum **has two principal aims:**

Aim 1: *to provide opportunities for all pupils to learn and to achieve.*

Aim 2: *to promote pupils' moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.*

School Ages Comparison Table

Age at end of Year	England	USA	Russia
18	Year 13	Grade 12	Class 11
17	Year 12	Grade 11	Class 10
16	Year 11	Grade 10	Class 9
15	Year 10	Grade 9	Class 8
14	Year 9	Grade 8	Class 7
13	Year 8	Grade 7	Class 6
12	Year 7	Grade 6	Class 5
11	Year 6	Grade 5	Class 4
10	Year 5	Grade 4	Class 3
9	Year 4	Grade 3	Class 2
8	Year 3	Grade 2	Class 1
7	Year 2	Grade 1	
6	Year 1		
5	Reception		
4	Nursery		

EYFS Overview

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. Our curriculum framework for English also includes English as a second language if necessary.

The areas of learning and development

There are seven areas of learning and development that must shape educational programmes in early years settings. 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; and*
- *personal, social and emotional development.*

At RIS we 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; and*
- *expressive arts and design.*

Our programme involves 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 the children to be active and interactive; and to develop their co-ordination, control, and movement. Children will also be 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 the children to link sounds and letters and to begin to read and write.*

- *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.*

In planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in their practice. At RIS we focus on teaching English in a fun but productive way, the three ways we do that are:

- *playing and exploring*
 - *active learning*
- *creating and thinking critically*

The early learning goals

The specific areas

Literacy

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.

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.

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.

Understanding the world

People and communities: children talk about past and present events in their own lives and in the lives of family members.

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 of animals and plants and explain why some things occur, and talk about

changes.

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

In the final term of the year in which the child reaches age five, the EYFS assessment is completed for each child. The assessment provides us teachers with a well-rounded picture of the child's knowledge, understanding and abilities and their readiness for Year 1. The assessment reflects: ongoing observation; all relevant records held by the setting and discussions with parents. Year 1 teachers are given a copy of the assessment together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These 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.