

EYFS
CURRICULUM
MEETING





EYFS TEAM



RP - Mrs Keogh

RG- Miss Williams

Support staff:

Mrs Brownlow, Mrs Bell, Mrs Newsome, Miss Clayton

PPA cover:

Mrs Trivett, Mrs Nuttall

What does a typical day look like?

- We have short **literacy/topic, maths and phonics sessions** together, time-tabled throughout the day. Each session is followed by **continuous provision** where children are given the opportunity to choose within both classrooms and use the activities and resources inside and outside, to play and use the skills they have been taught while mixing with all children.
- The **adults play and interact with the children** to support and develop the children's knowledge, skills and understanding, moving them onto their next steps as and when appropriate.
- We use a **variety of stories, themes and celebrations** to teach the children the knowledge and skills they need, as well as following the children's interests whenever possible.
- We will keep you updated about your child's learning journey via **Seesaw!**
- Children will also have PE lessons, music lessons, PHSE/circle time and attend assemblies.



Early Years Curriculum



- We have **seven key areas of learning and development** which have been set out in the statutory framework for the early years foundation stage.
- We also use a non-statutory document known as '**Development Matters**' as guidance to support our curriculum and meet the requirements of the framework.
- The curriculum is designed to be flexible so we can take into consideration the **interests and experiences of our children**, to ensure that every child's needs are met, appropriate to their age and stage of development.
- We use a **play based environment** to provide opportunities for the children to demonstrate their knowledge, skills and understanding in each area.
- There are **seventeen early learning goals** which we work towards throughout the year.



These are the Seven Areas of Learning and Development



Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Early Learning Goals

Communication and Language

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.

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.

Understanding the World

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.

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.

The Natural World

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

Personal, Social and Emotional Development

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.

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.

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.

Expressive Arts and Design

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.

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.

Mathematics

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.

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.

Physical Development

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.

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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

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, non-fiction, rhymes and poems and during role play.

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.

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.



Areas inside and outside the classroom



Book areas

Writing tables and resources

Construction and building areas

Creative area and resources

Sand and water play area

Role Play areas

Maths activities and resources

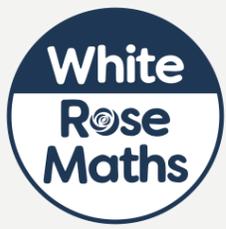
Small world activities

Investigation and exploration areas

Logs, climbing area and trim trail

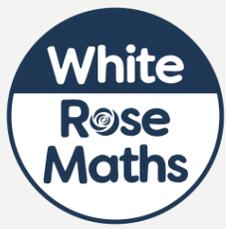
Outdoor texture/mud kitchen

Garden and digging area



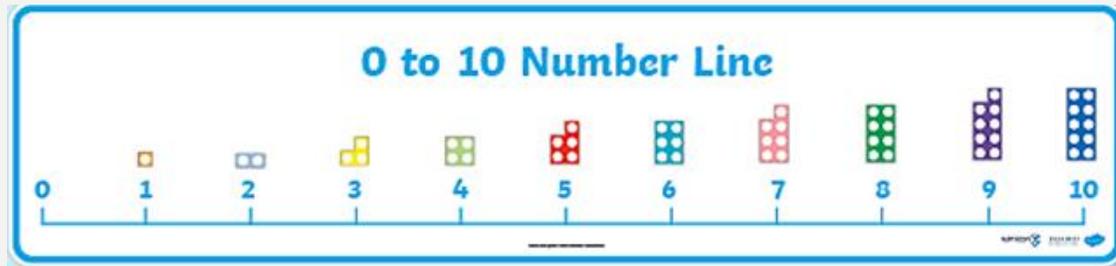
Maths

- We teach children maths skills they need using the White Rose Maths scheme and a variety of resources.
- We have short whole class and group sessions to teach new concepts and then use our learning environment to support the children and move them on as they practise the skills they have been taught.
- We use lots of practical activities, games and everyday resources.
- To support your child at home, you could play board games, count objects, sing number songs/rhymes etc.

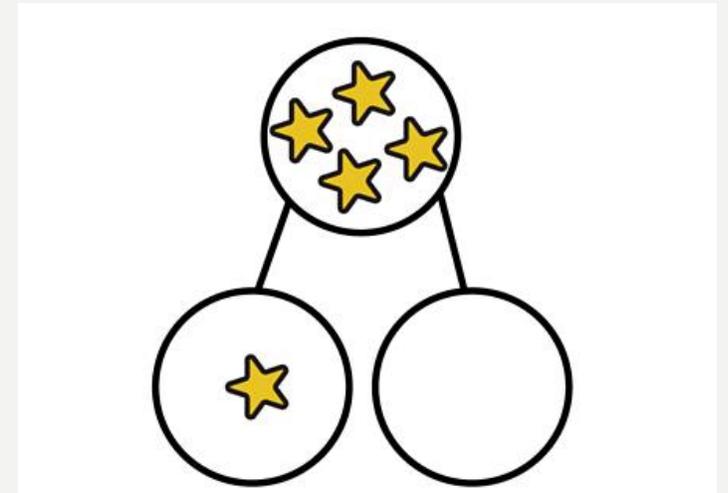


These are some of the resources we use:

numicon



the part-whole model



five frames and ten frames

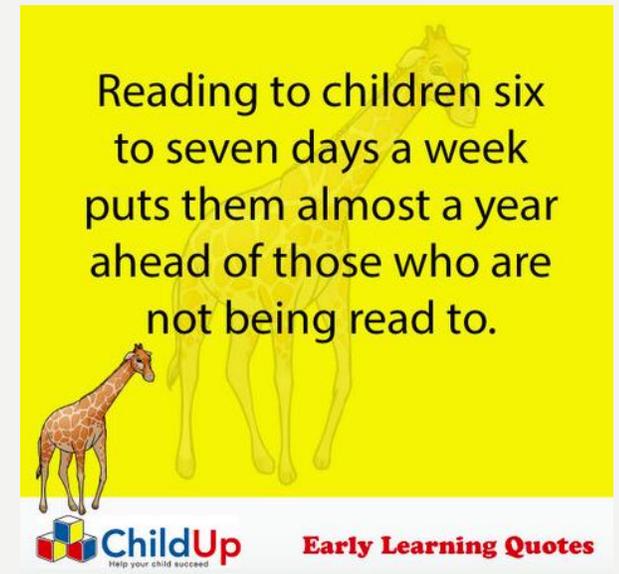
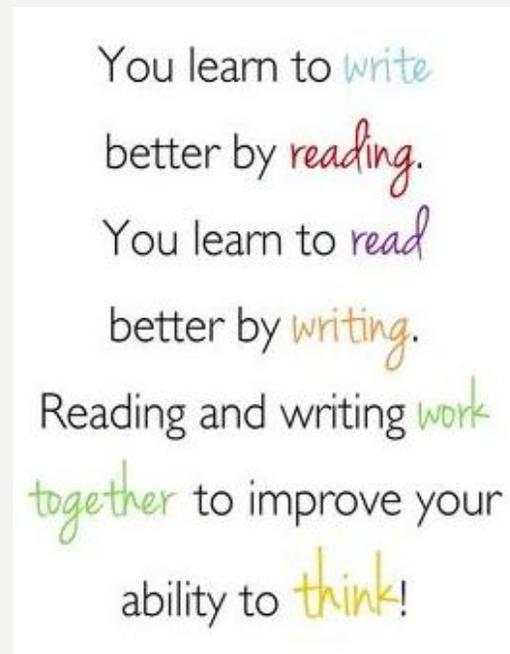
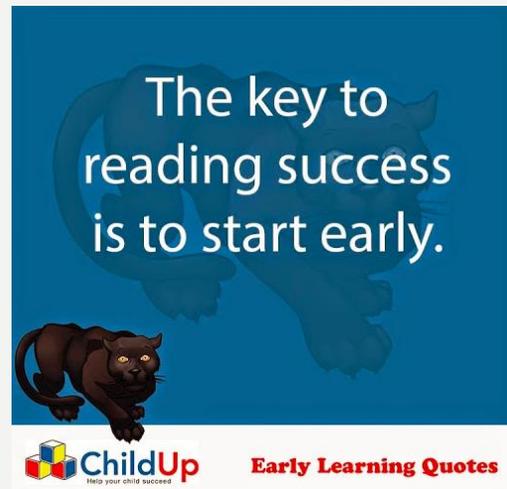
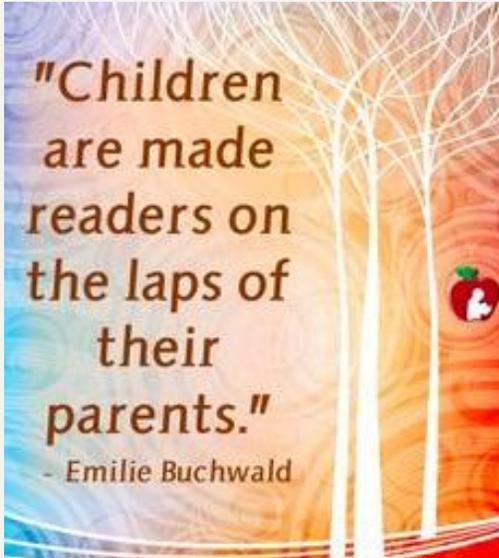


STEM SENTENCE:

"I know it is.... because..."

Reading

- Phonics and reading are given high priority at Pownall Green. We understand that teaching children to read will open up the world for them!



Phonics

Phonics is the link between letters and the sounds that they make. We have a whole class phonics session every day and use a scheme called 'Essential Letters and Sounds' throughout the school.

We also provide lots of activities and opportunities for the children to practise their phonic skills throughout the day.

What is Phonics?

Phoneme: the smallest single identifiable sound in a word. For example, in the word 'cat' there are three phonemes c/a/t.

Grapheme: the written representation of a sound.

Digraph: two letters making one sound. For example, /sh/ in the word 'shop'.

Trigraph: three letters making one sound. For example, /igh/ in the word 'night'.

Split digraph: two vowel letters split but are split by one or more consonants. For example, /a-e/ in the word 'cake'.



Supporting your child with reading at home

- Children are only reading from books that are entirely decodable. Children's reading books will be changed once a week if comments have been made.
- We only use pure sounds when decoding words (no 'uh' after the sound) - click on the picture to watch a demonstration.



- We want them to practise reading their book 4 times across the week working on these skills:
 - Decoding
 - Fluency
 - expression
- To consistently recognise that the <ea> in bread spells /e/ we need to read it at least 4 times to build fluency for reading.



Autumn 1 - (communicated with families weekly via SeeSaw)

Phase 2: Week 1 - s a t p Week 2 - i n m d Week 3 - g o c k
Week 4 - ck e u r Week 5 - ss Week 6 - h b f,ff l,ll

Autumn 2

Phase 3: Week 1 - j v w x Week 2 - y z,zz qu ch Week 3 - sh th ng, nk
Week 4 - ai ee igh oa Week 5 - es

Spring 1

Phase 3/4: Week 1 - oo Week 2 - ar ur oo or Week 3 - ow oi ear air
Week 4 - ure er ow

Summer 1

Phase 4: Week 1 -ed/ed/ Week 2 -ed/t/ Week 3 ed/d/ Week 6 -er -est

Summer 2

Phase 5: Week 1 ay ou ie ea -le Week 2 - oy ir ue aw Week 3 - wh ph ew oe
Week 4 - au ey a-e e-e Week 6 - i-e o-e u-e c

Essential Letters and Sounds Harder to Read and Write Words

Phase 2	Phase 3	Phase 4	Phase 5
I the no put of is to go into as his	he she buses we me be push was her my you they all are ball tall	when what said so have were out like some come there little one do children love	oh their people Mr Mrs your ask should would could asked house mouse water want very here sugar friend because



Transition to Year 1



Throughout their time in Early Years, the children will spend most of their time mixing with both classes across the Reception unit. This gives the children plenty of opportunities to develop resilience and friendships outside of their register groups.

Throughout the year, adults across school will be observing the developed relationships ready for re-organisation for Year 1. Children will be placed in classes which optimises their best learning potential.



Points to remember!



- Check out the school website and find this PowerPoint, our curriculum booklet, tips for supporting your child at home (phonics and reading, writing and maths) and other useful information. Your curriculum booklet also contains lots of information.
- Working in partnership and 'wow' moments at home! Please use Seesaw to share your child's learning and achievements at home.
- Don't forget the first three prime areas of learning.
- Focus on playing, talking and reading with children.
- It's a magical time and it goes really fast. Savour and enjoy every moment!!!