

EYFS Curriculum Workshop



Within the Early Years Foundation Stage (EYFS), the Development Matters curriculum sets the standards for learning, development and care of children from birth to five.



It is comprised of 3 Prime areas of learning:

Personal, Social and Emotional Development

Communication and Language

Physical Development

4 Specific areas of learning:

Literacy

Mathematics

Understanding the World

Expressive Art and Design

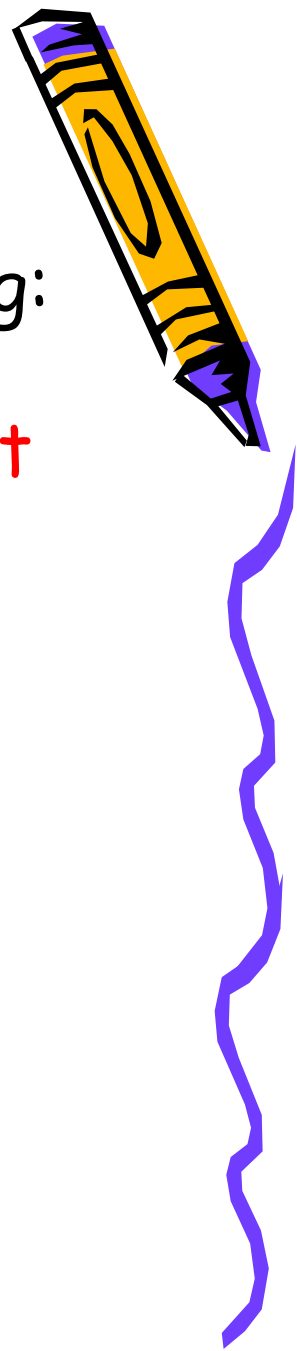


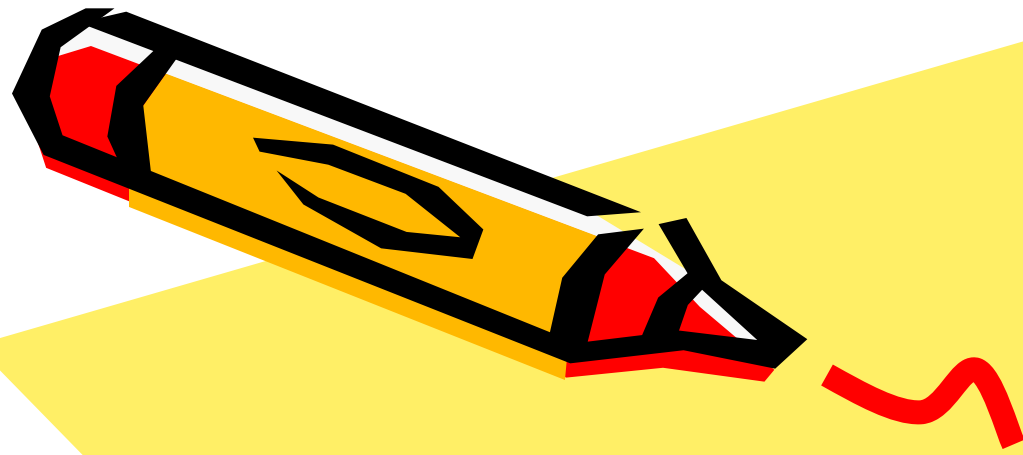
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Personal, Social and Emotional Development

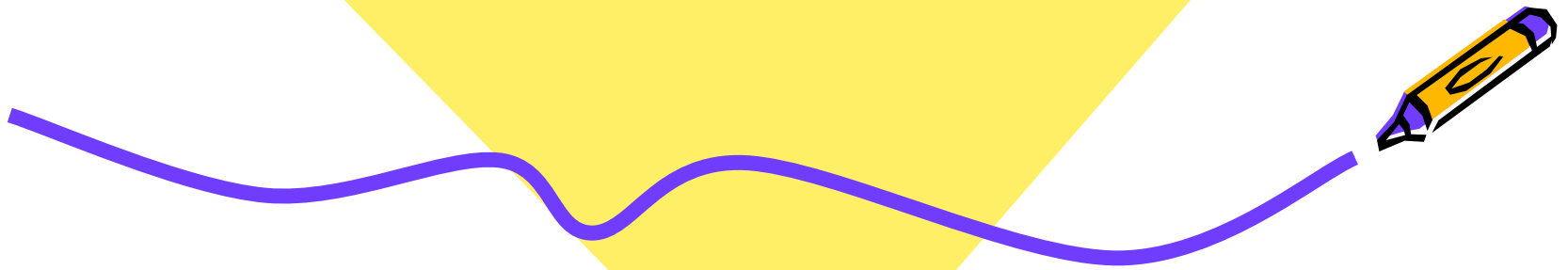
Communication and Language

Physical Development





Personal, Social and Emotional Development



Shirley Infant School Values

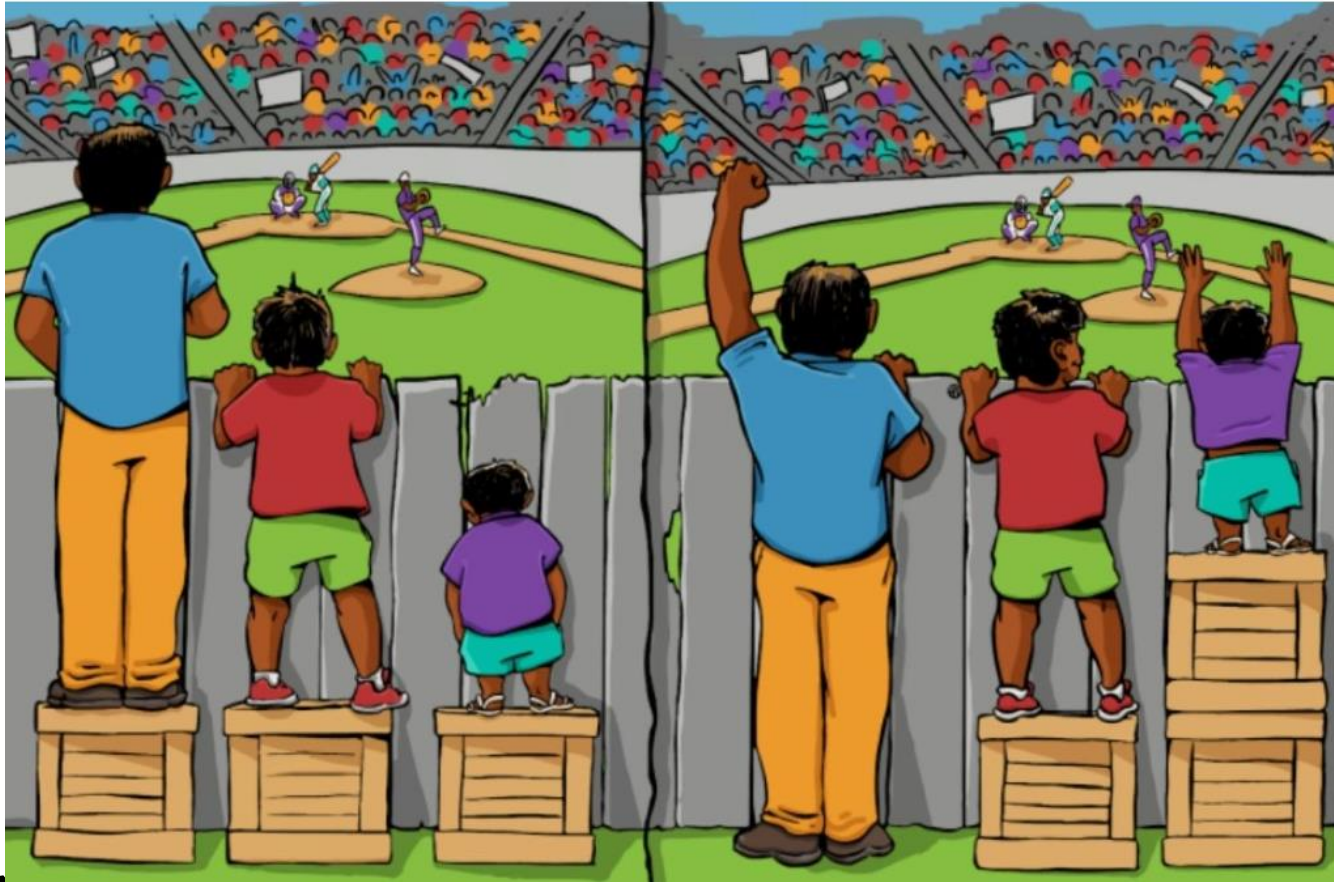
KINDNESS

INTEGRITY

RESPECT

	Kindness	Integrity	Respect
Year R	I can use kind hands. I can use kind feet. I can use kind words. I can use kind actions.	I know what is right and wrong.	I can follow an <u>instruction</u> . I know we are all special.
Year 1	I can look out for others. I can begin to show kindness to myself and consider my feelings in a situation.	I always try to do the right thing.	I follow school routines. I know we are all unique.
Year 2	I can consider the feelings of others. I can show kindness to myself and consider my feelings in a situation.	I do the right thing even when no one is looking.	I encourage others to show respect. I treat everybody with respect and treat others how I would want to be treated.

Behaviour needs to be taught.
Ready Respect Safe



We differentiate for behaviour the same way
we differentiate for reading, writing and
maths.



Good Routine



Morning Routine



Evening Routine



A morning routine and bedtime routine truly supports a child settling into school and their day. Many parents ask what will support their little one the most and having these in place are fundamental to a successful day in school.








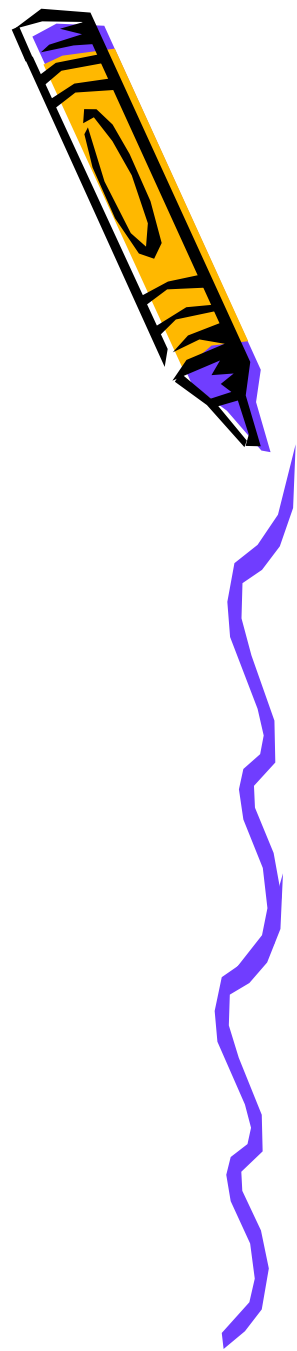
Consistency for children is the key to supporting their anxiety not building. If they know what is coming this supports the expectations.

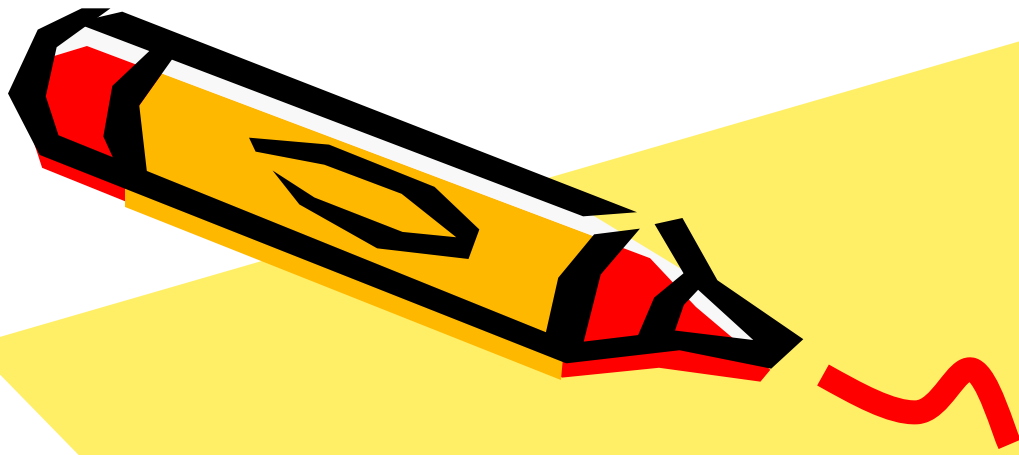
If they struggle to come to school break it down into chunks. I.e.

1. We are just getting dressed.
2. We are just getting breakfast.
3. We are just brushing our teeth.
4. We are just putting on our shoes.
5. We are just getting in the car.



Morning Routine	
Walk calmly into the classroom.	
Hang up coat and backpack.	
Put my folder in the basket.	
Make a lunch choice.	
Walk to my table and start morning work.	





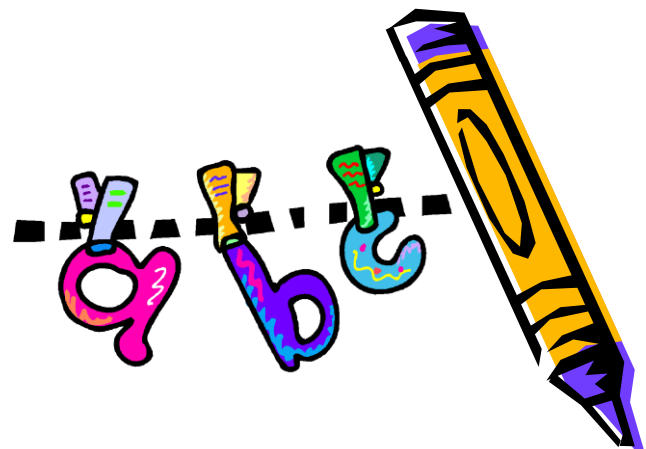
Communication and
Language

Literacy - Reading



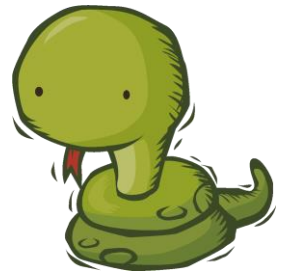


Phonics

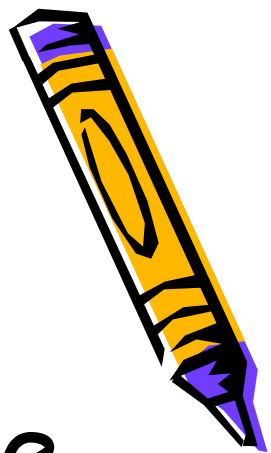


Making sounds

- What noise does a snake make?

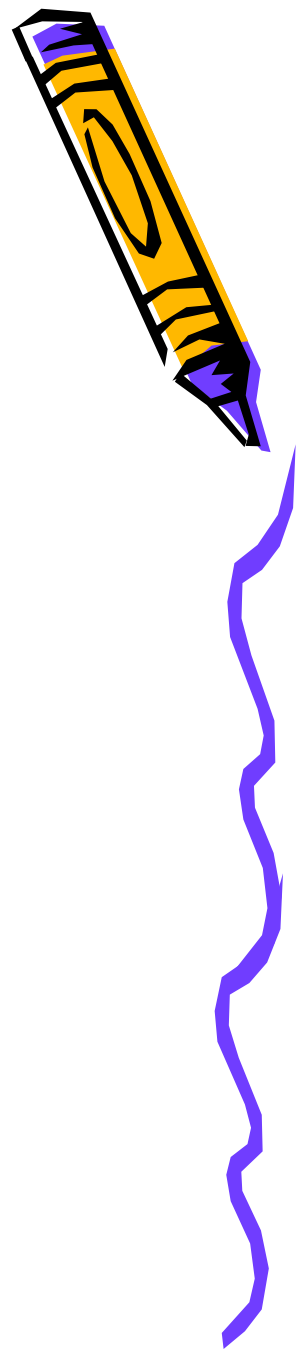
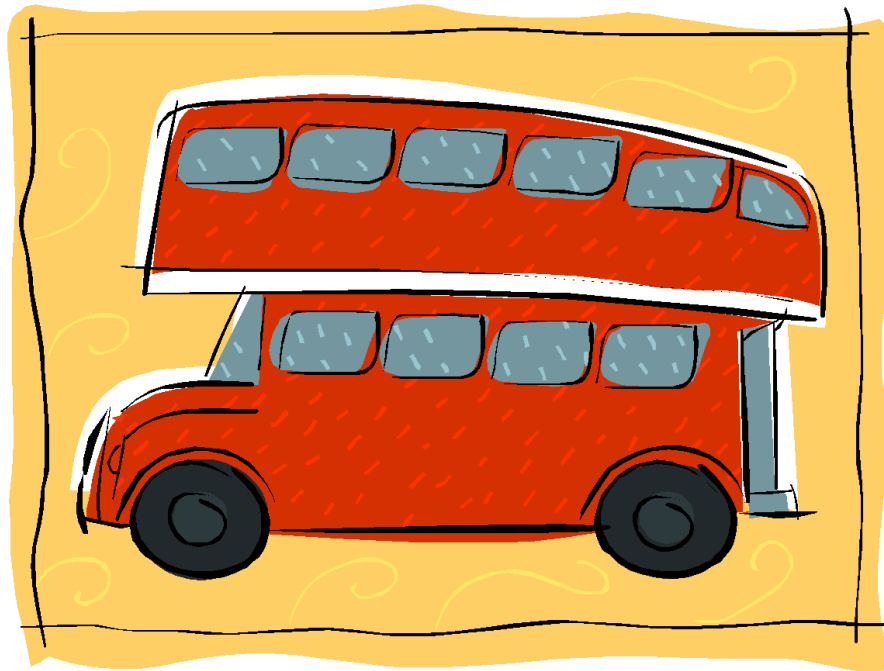


- What noise does a bumble bee make?



Rhythm, Rhyme and Alliteration








Bertha the bus is going to the zoo who does she see as she passes through?





Weekly grid Reception Phase 2

Autumn 1 week 1

Lesson focus	 Revisit and review	 Teach and practise							 Practise and apply
	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase	Oral blending	Teacher-led blending words	Tricky words	Oral blending game
s snake		Show your teeth and let the s hiss out sssss	sock sun star snake	s snake 	Down the snake from head to tail.				Can you touch your ... ? t-o-p l-e-g h-e-a-d a-r-m
a astronaut	s	Open your mouth wide and make the a sound at the back of your mouth a a a	ant apple arrow astronaut	a astronaut 	Around the astronaut's helmet and down into space.				Can you do the actions? n-o-d your head c-l-a-p your hands t-a-p your foot r-u-b your tummy
t tiger	s a	Open your lips; put the tip of your tongue behind your teeth and press t t t	teddy toast teeth tiger	t tiger 	Down the tiger and across its neck.				What's that noise? What sound does: a d-u-ck make? a f-r-o-g make? a d-o-g make? a s-n-a-i-k (snake) make?
p penguin	s a t	Bring your lips together, push them open and say p p p	pencil pizza peg penguin	p penguin 	Down the penguin's back, up and around its head.				Blend from the box p-i-n a-n-t s-u-n t-a-p
Review	s a t p	Graphemes to display: s a t p	Match initial sound to object: star snake apple teddy penguin tiger pencil						Blend from the box s-u-n a-n-t p-e-g t-i-n s-o-ck





This is how we will teach
aspects of our phonic lessons to
your children... please join in if
you would like!

Speedy sounds
GPC Game

Oral Blending- sound talk and blend





Phonics



Blending

The skills learnt through systematic phonics teaching allow children to learn letter sounds, and put these sounds together to make words in order to read.

c a t → cat

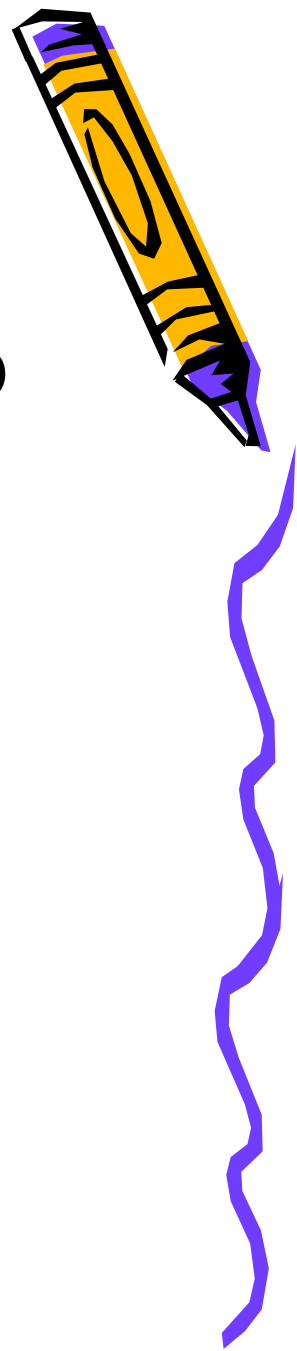


Segmenting fingers

We break sounds down in order to
spell a word too.



d o g



Moving on from single sounds to digraphs

ch

sh

or

oa

th

ai

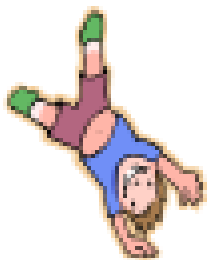
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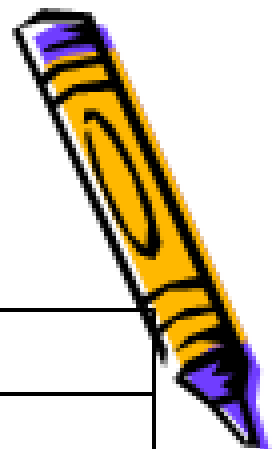
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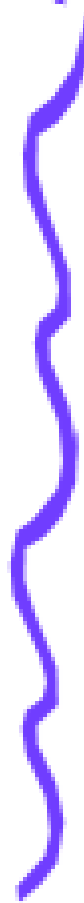




Parent Challenge!



WORD	PHONEMES					
shelf						
dress						
think						
string						
sprint						
flick						





Top Tips



Make sure to distinguish between letter sounds and letter names at home with your child.

Continue to practise sound discrimination skills even when your child is able to recognise letters and sounds.



Tricky words:

These cannot be sounded out!

go

I

he

was

she

me

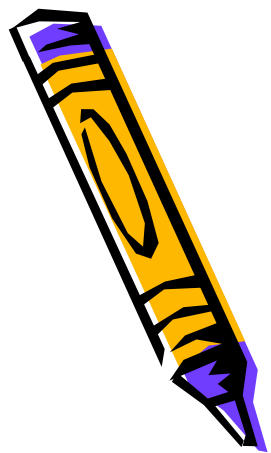
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Reading

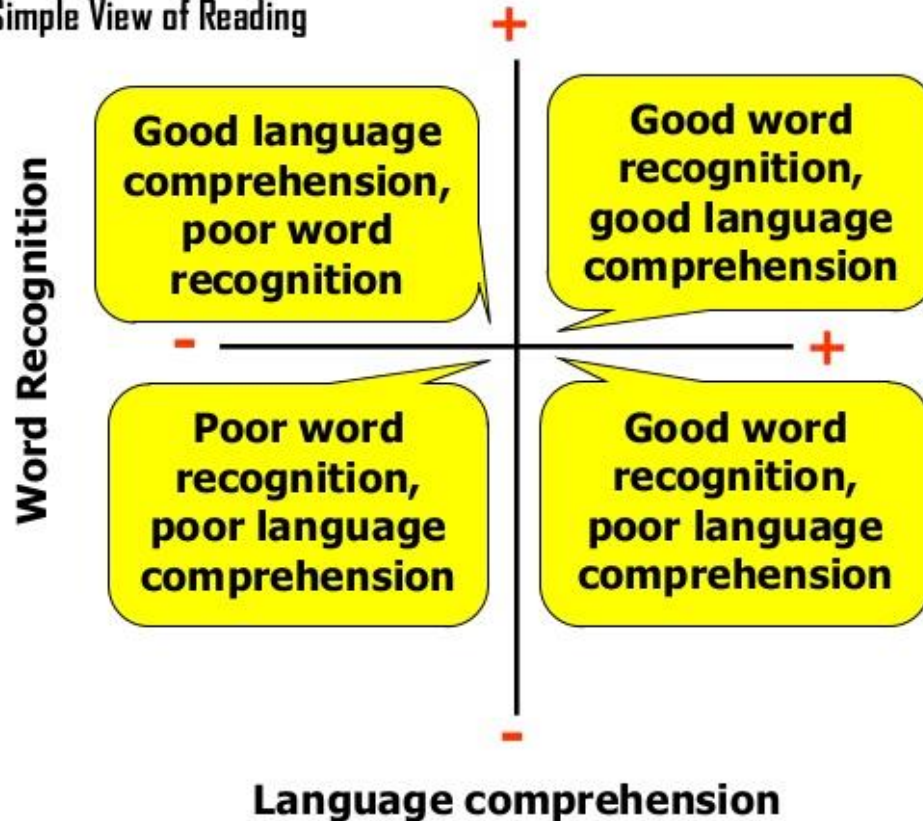


- Picture books
- Simple repetitive word books
 - Simple caption books
 - Simple sentence books
 - More complex books



How to read with your child.

The Simple View of Reading



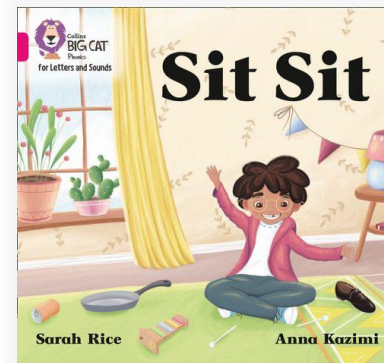
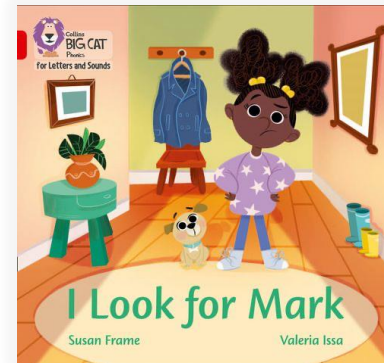
A good reader must have equally good skills at decoding words **and** understanding what those words mean.



How do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a teacher/teaching assistant
- taught in small groups.



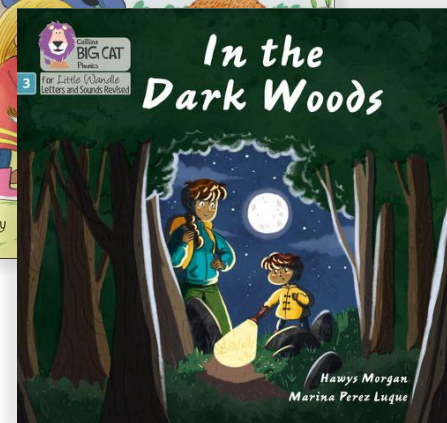
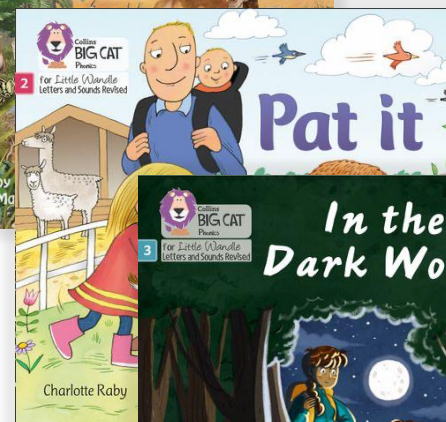
We use assessment to match your child the right level of book

**Little Wandle Letters and Sounds Revised Reception
Child assessment**

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



Reading a book at the right level



This means that your child should:

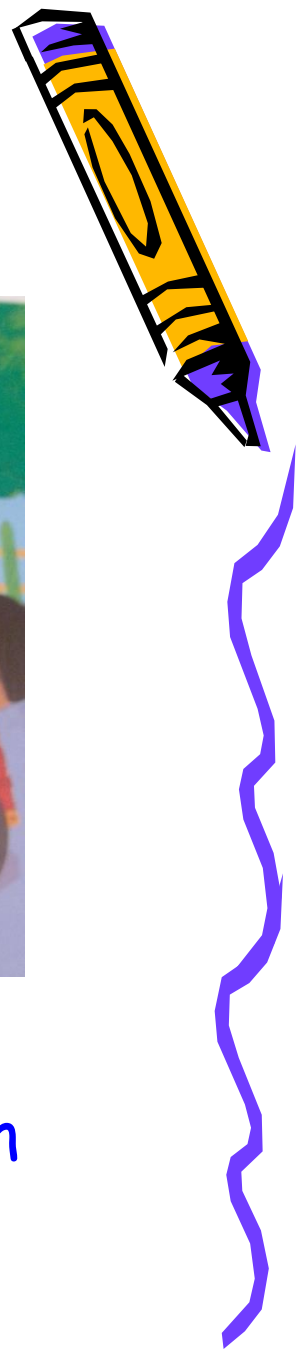
- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) - their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home - but they should be able to do this on their own.



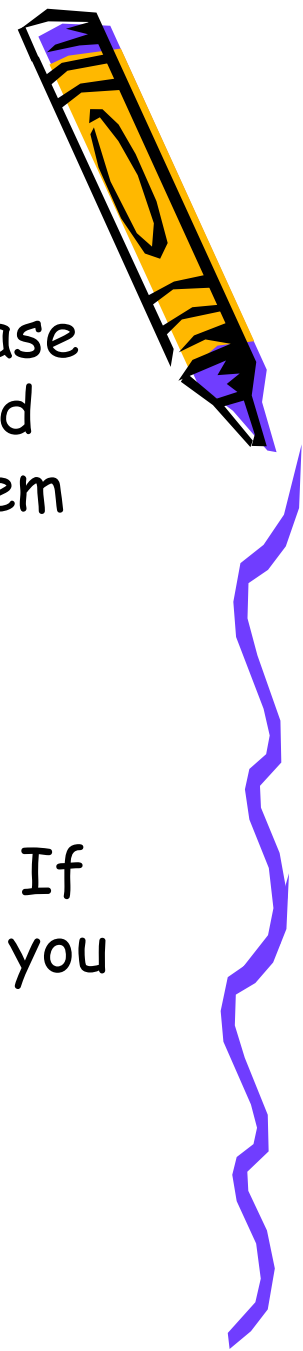
Comprehension



What questions could you ask when exploring this page?

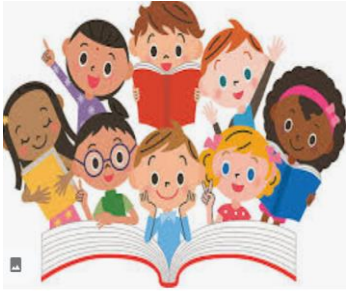


How the system will work between home and school

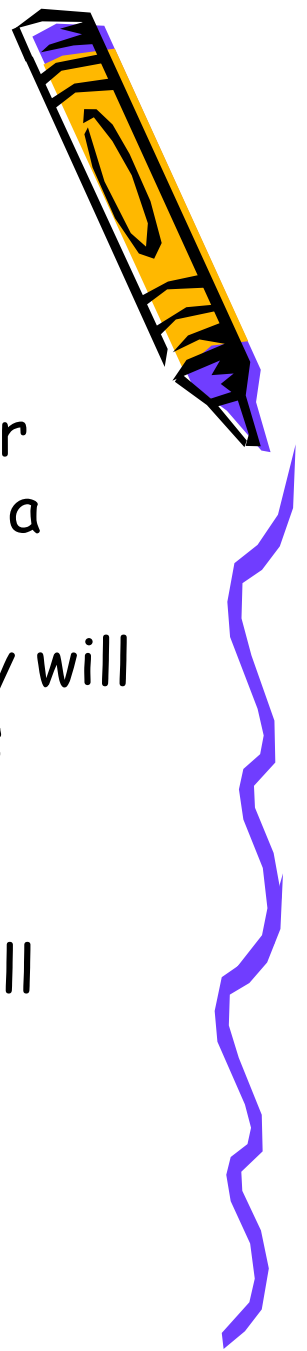


- The book will come home on every Friday. Please record in the reading diary when you have read with your child. We need you to read with them at least **3 times a week**.
- The book **MUST** be returned the following **Thursday**. We have to have these books returned as the next group will require them. If you do not return them regularly we will move you onto e-learning versions of the books.





Home school communication



- Your child will bring home a reading diary. Your child's class teacher will comment in this once a half term. They will indicate which phase of decodable books your child is reading and they will give you a focused reading target your child is working on.

The more they practise, the more fluent they will be!



Key points to remember:

- Your child will bring two books home each week:
- a reading practice book matched to the child's phonic stage that they can read independently (will come home on a Friday and be returned following Thursday)
- a sharing book that they can talk about and enjoy with their parent/carer to promote a love of reading.





Literacy - Writing Physical Development





Basic skills



- Fine motor activities - pegs, scissors, dough disco
- Pencil grip
- Pencil control through patterns
- Letter formation through different media - crayons, air writing, sand trays.



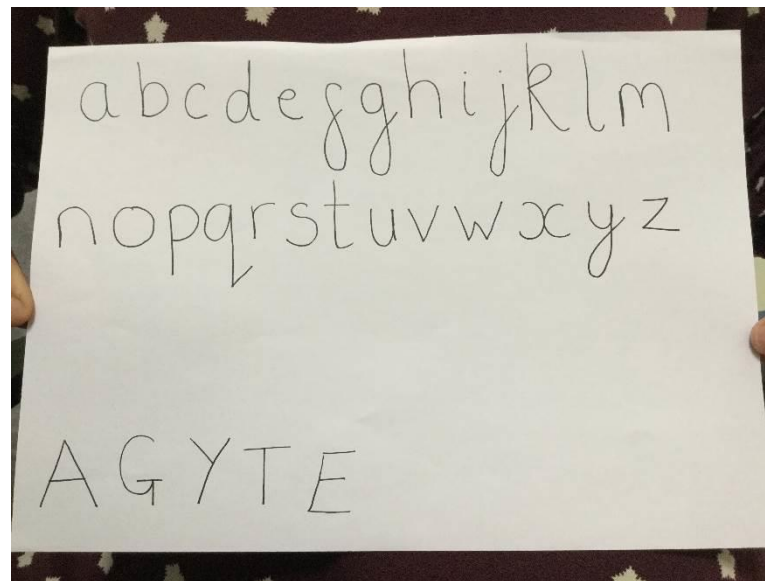


Top Tips



Make sure you write using lower case letters with your child.
Use the Little Wandle letter formation rhyme to help.

Young children find the straight lines of capital letters much easier and can struggle with the fluidity needed for lower case letters, so please encourage them to write in lower case before they get into the habit of capitalising all letters.



Handwriting

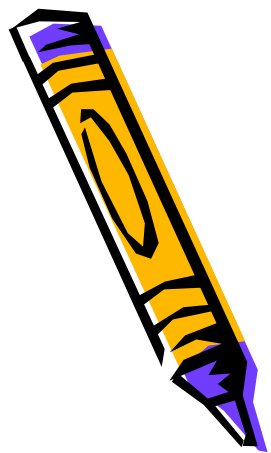
After building up your child's fine motor skills and gross motor formation we start practicing letter formation.

We use the Little Wandle formation phrases to help the children remember how to form their letters correctly, it would support your child if you modelled these phrases when writing with them at home.



Writing words

Using their knowledge of sounds and letter formation children are able to begin to write simple words independently.



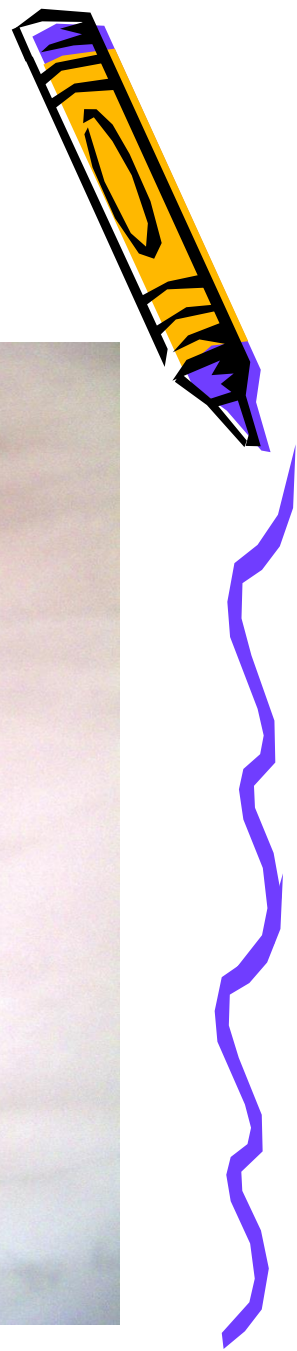
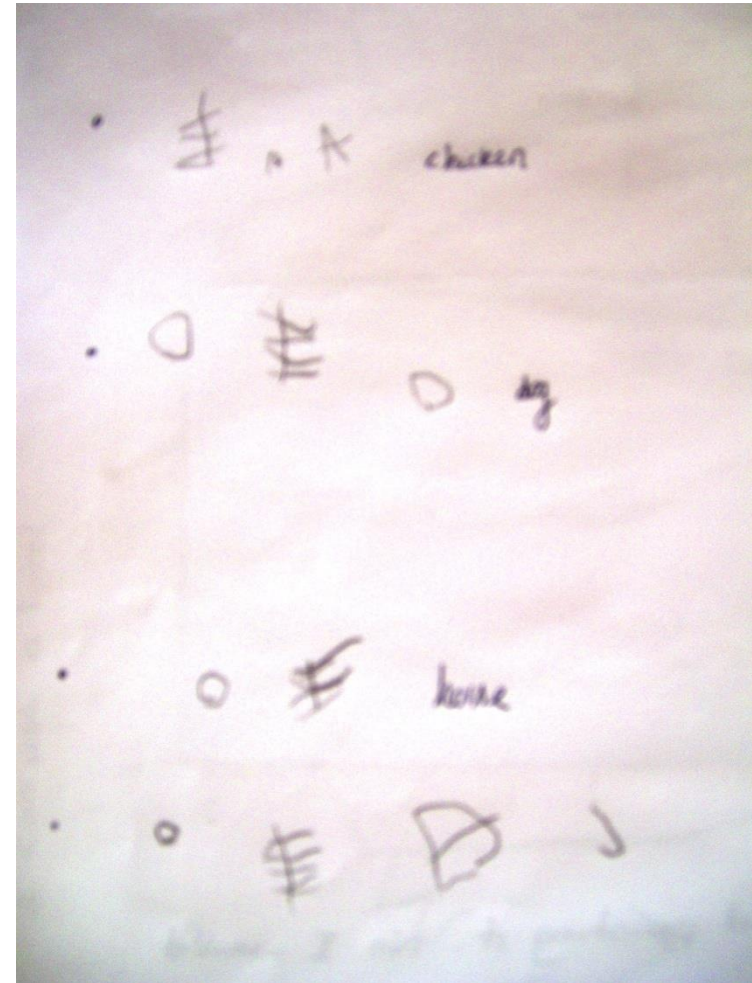
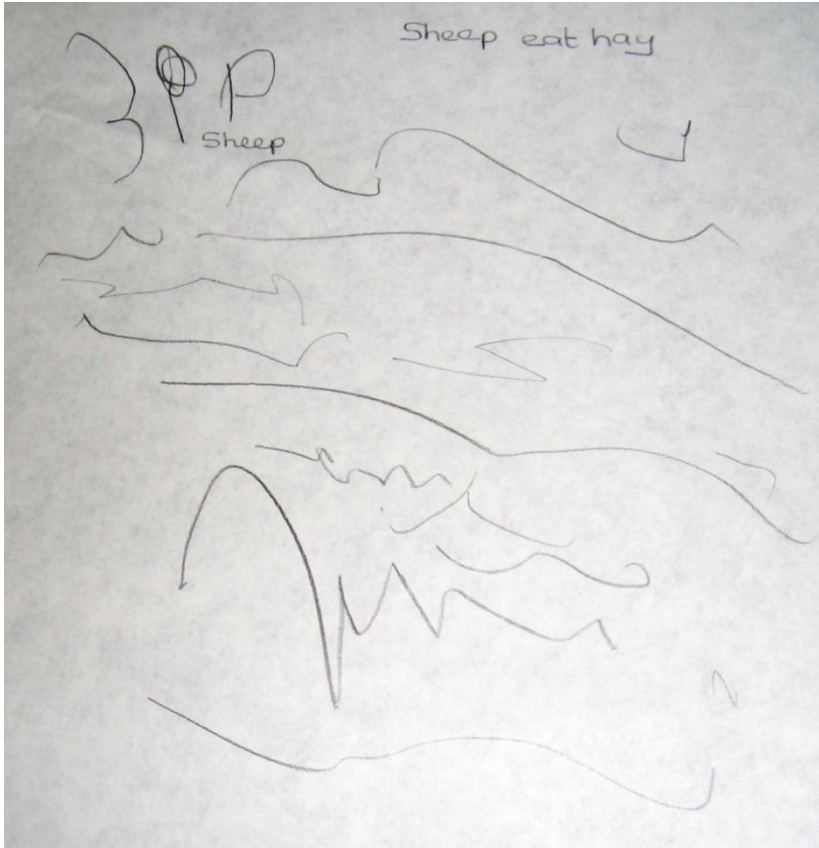
Progression in writing

The children experiment with a range of forms of writing in Year R:

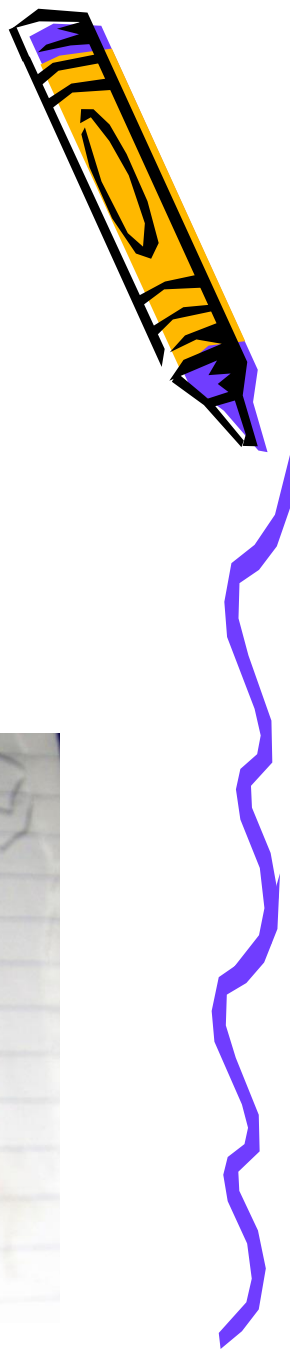
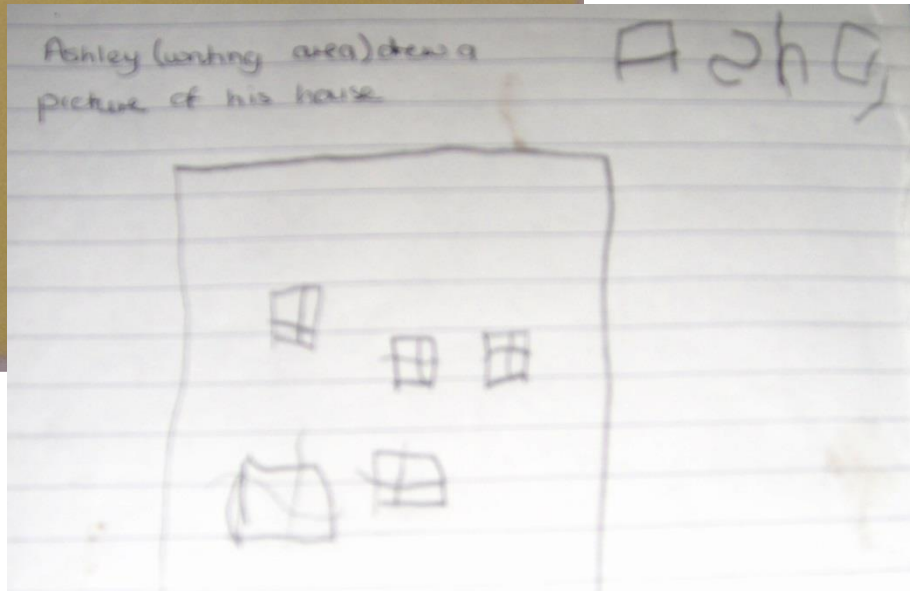
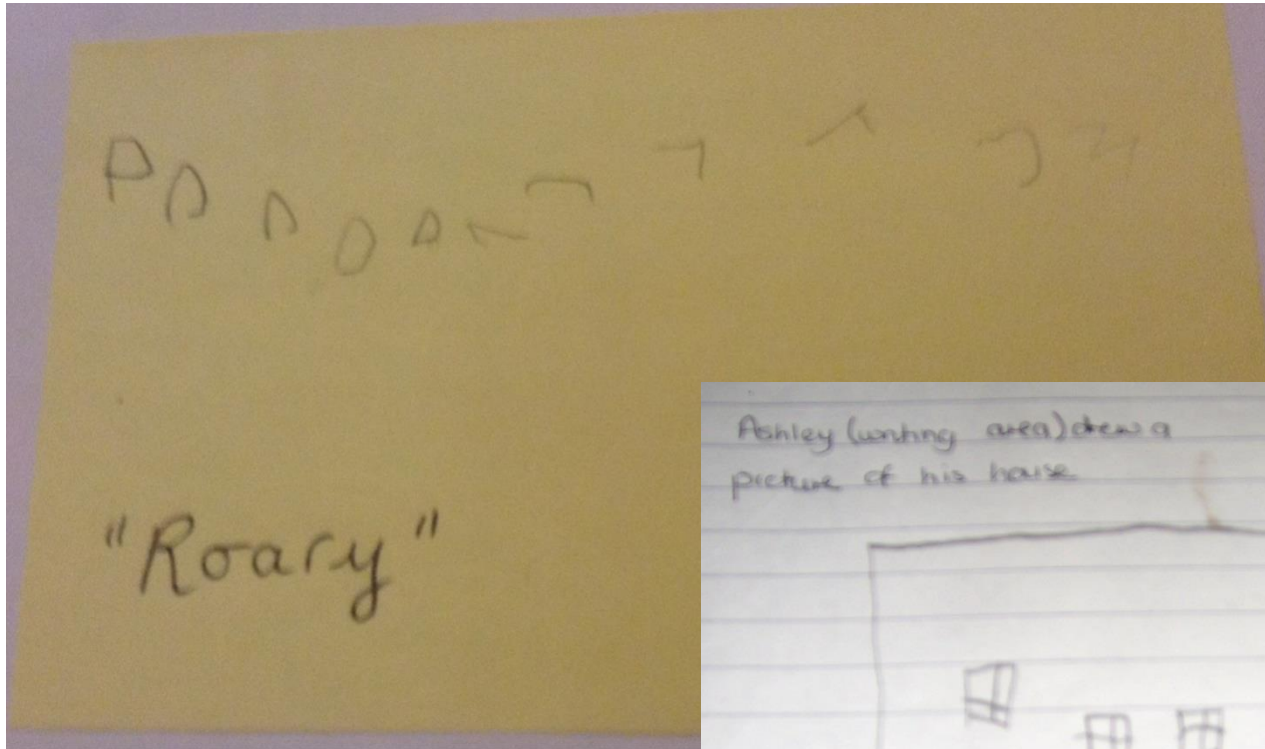
- Labels
- Lists
- Captions with pictures
- Simple sentences



Stage 1: Emergent writing



Stage 2: Letter shapes and name writing



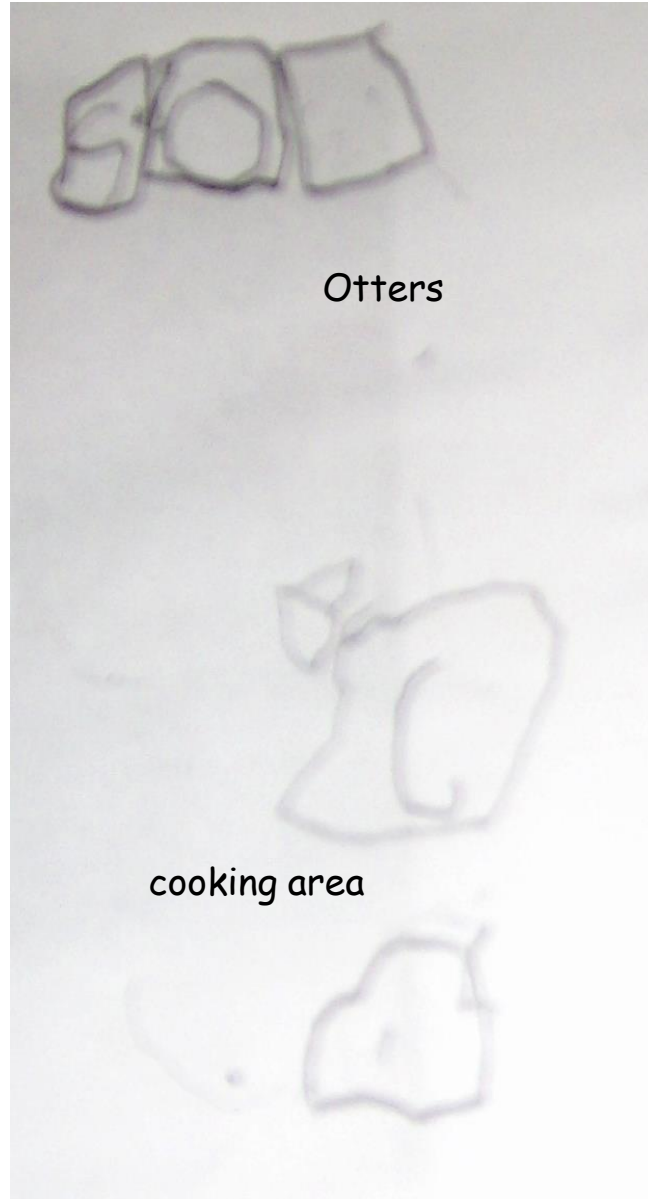
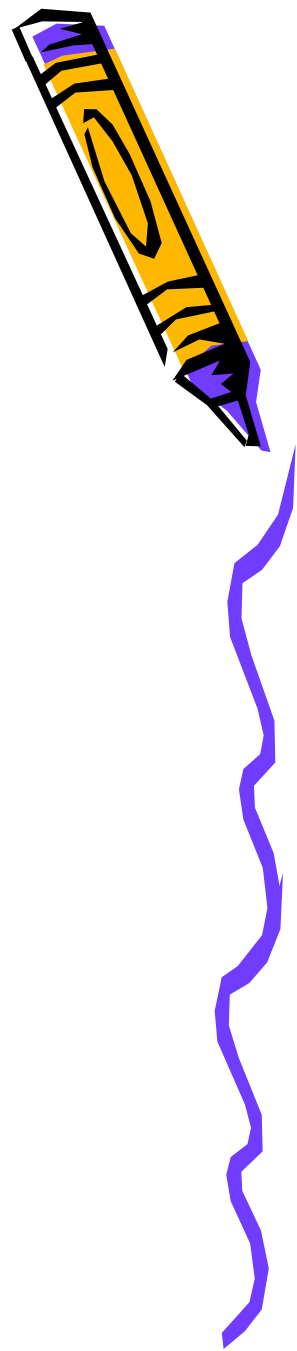
Stage 3: Initial sounds

Here a child has drawn a map of the school. They have labelled the areas using their initial sounds.

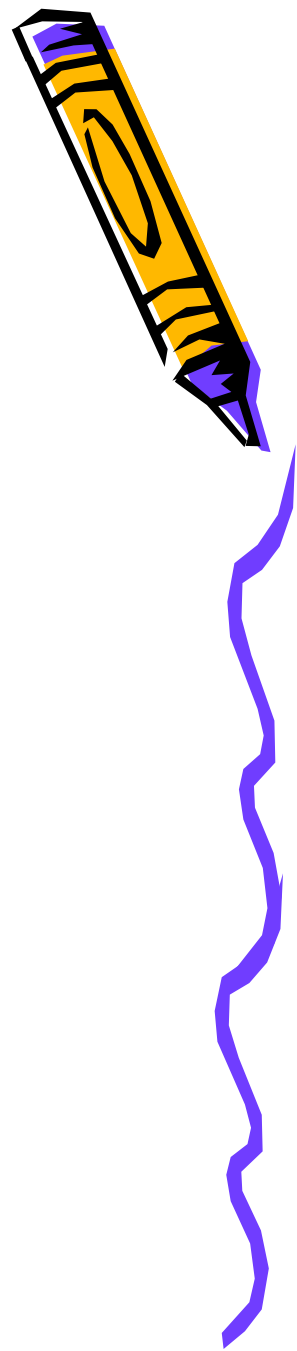
Squirrels

Otters

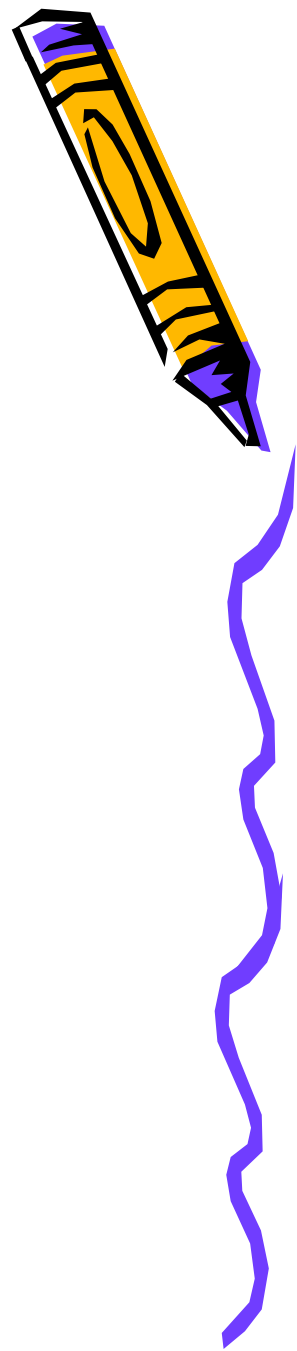
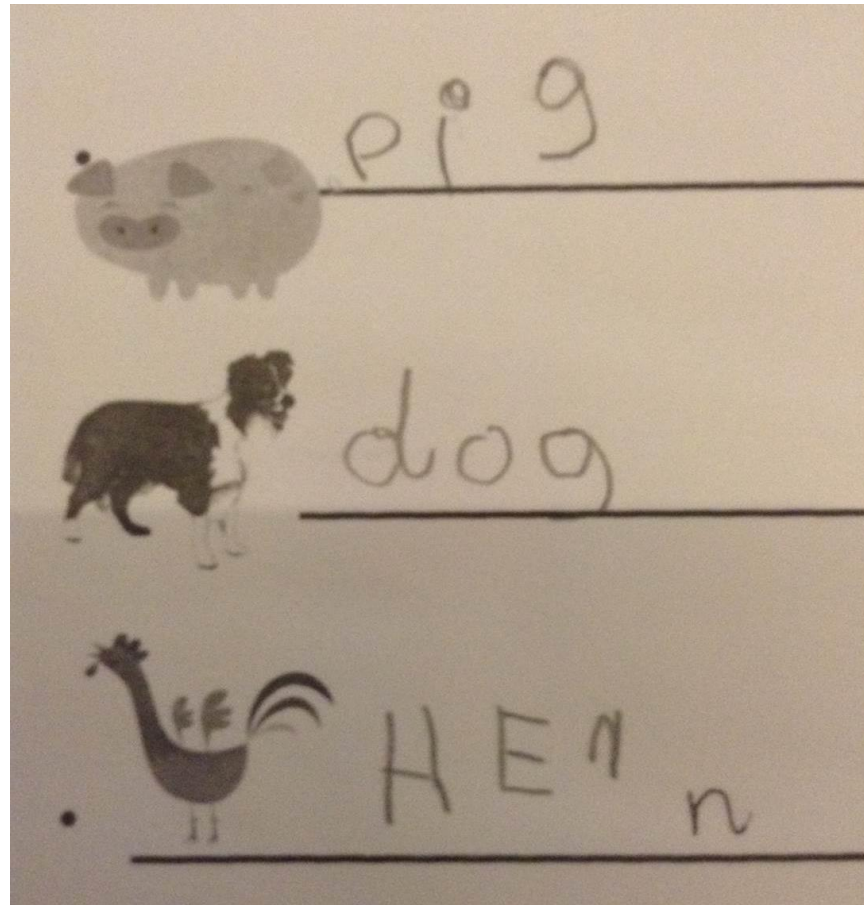
cooking area

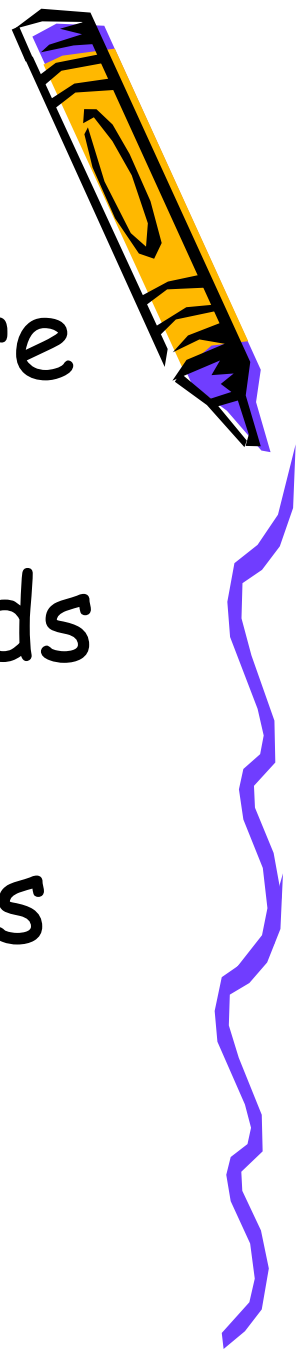


Stage 4: Use of some sounds within words



Stage 5: More accurate use of sounds within words



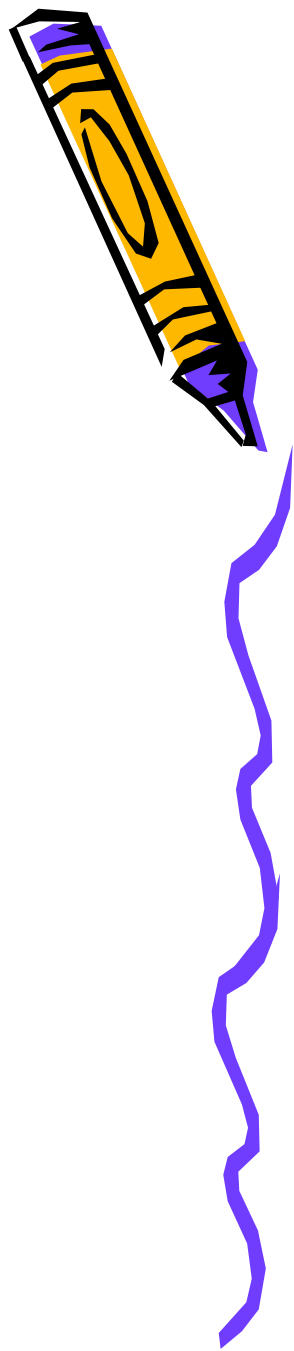


Children then become more confident to write using more complex phonic sounds with greater accuracy in captions, simple sentences and other forms...

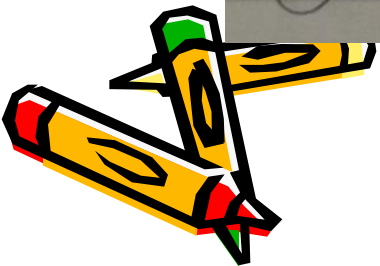
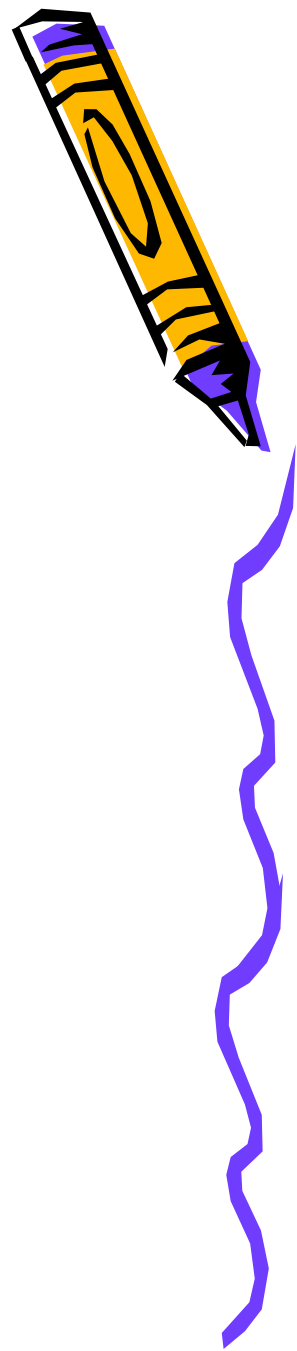
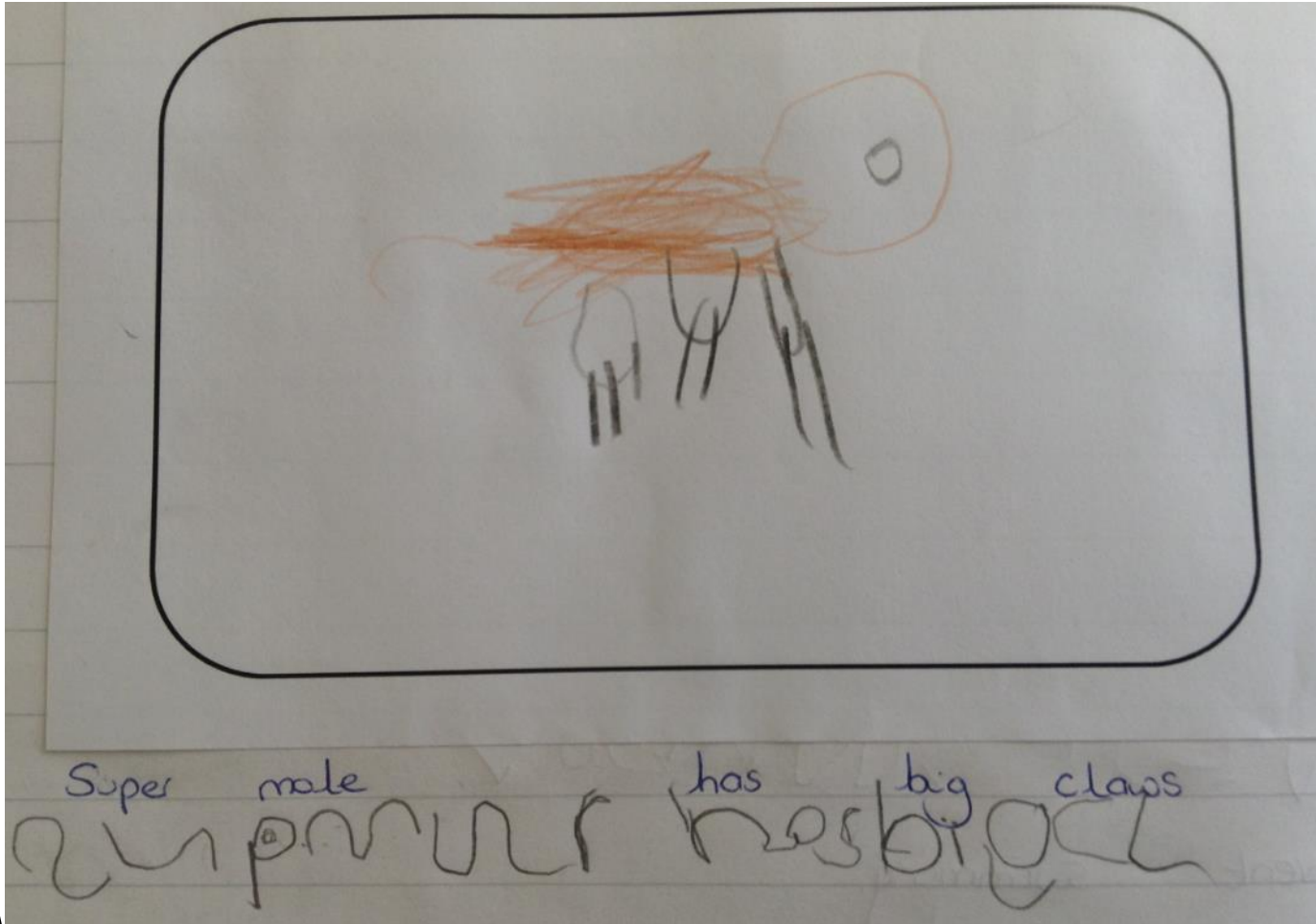


Lists

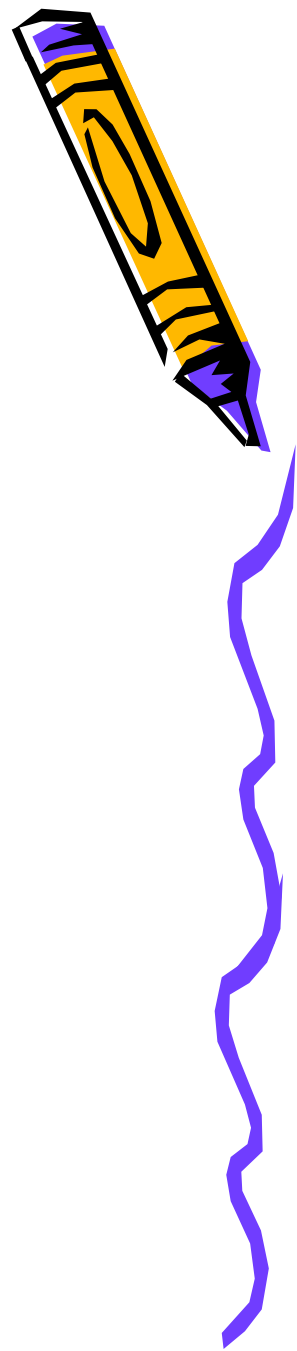
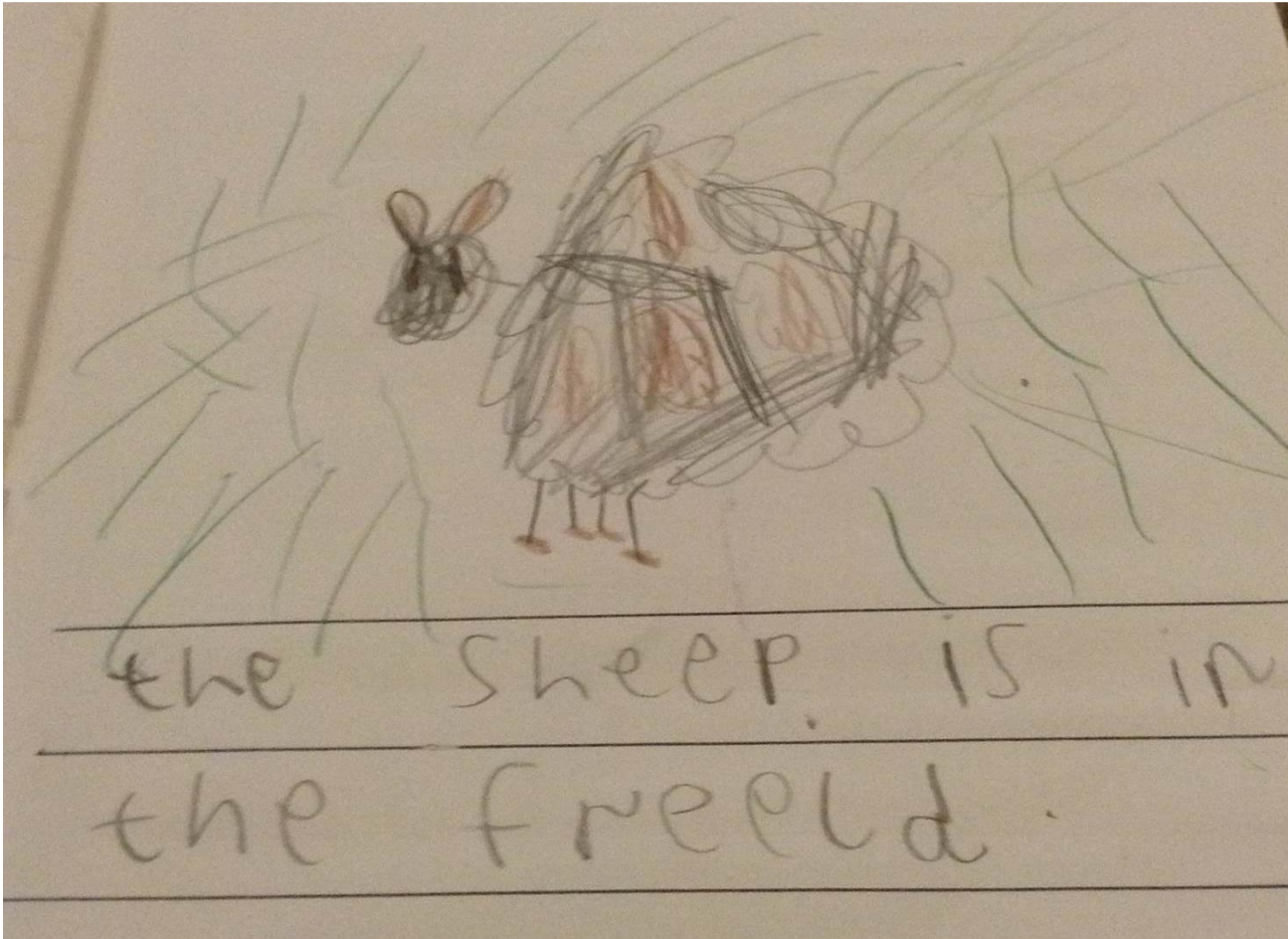
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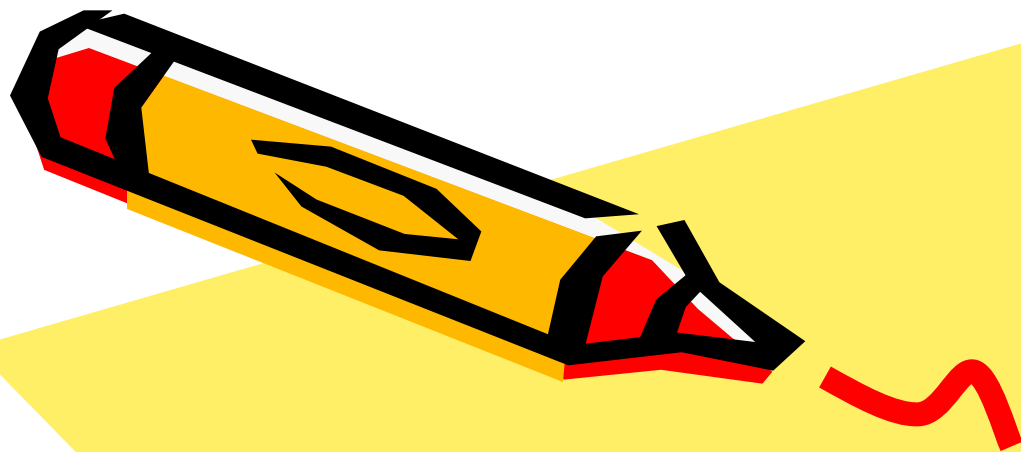


Captions

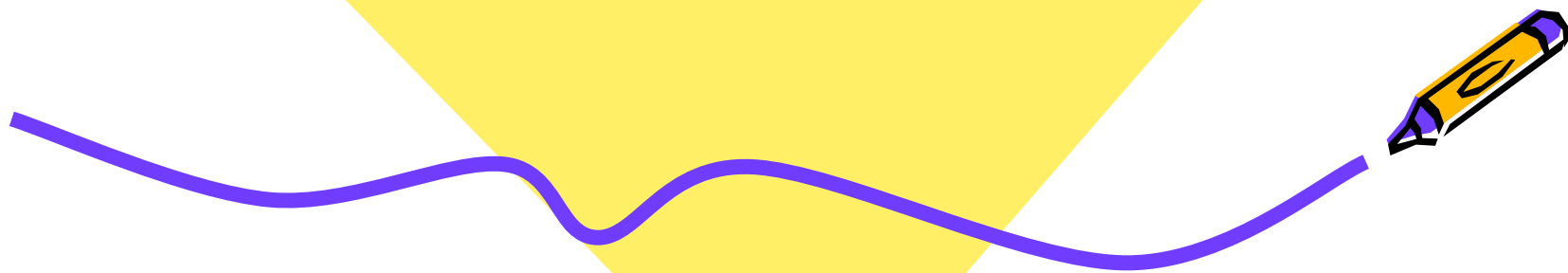


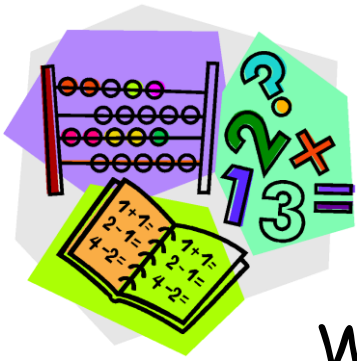
Simple Sentences





Mathematics



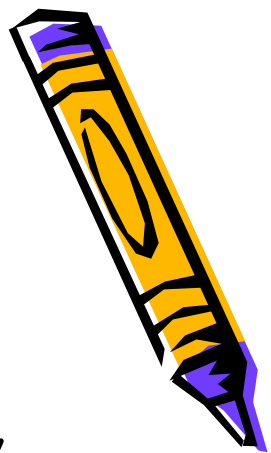


Number

We teach the children how to recognise,
say and form their numbers.

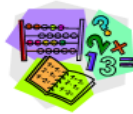
Number Rhyme

1 2 3 4 5 6 7 8 9 10



Number

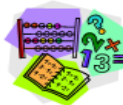
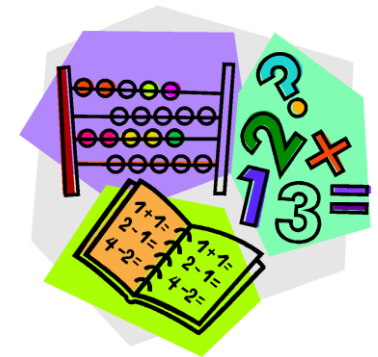
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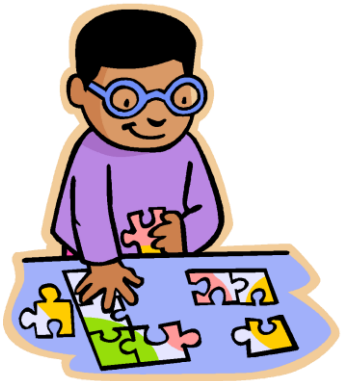


Number Rhyme



- 0 Round like a hero to make a zero.
- 1 Top to bottom then it's done, this is the way we make a one.
- 2 A curl for me and a line for you, this is the way we make a two.
- 3 A curl for you and a curl for me this is the way we make a three.
- 4 Down and across and then one more this is the way we make a four.
- 5 Take a dive, round we go, hat on top that makes five
- 6 Stir it around and give it a mix, this is the way we make a six.
- 7 Across and down, so easy it's heaven, this is the way we make a seven.
- 8 Make a S and close the gate, this is the way we make an eight.
- 9 Round we go, then a line, this is the way we make a nine.
- 10 Top to bottom, round again this is the way we make a ten.

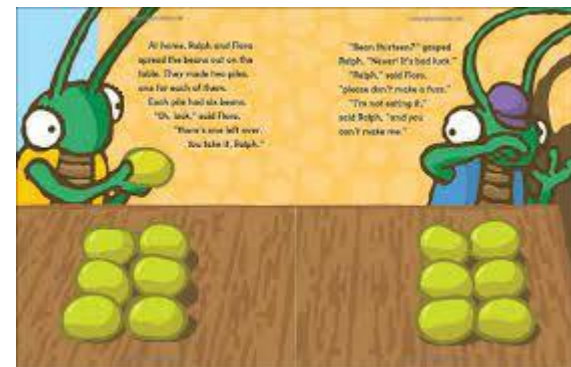
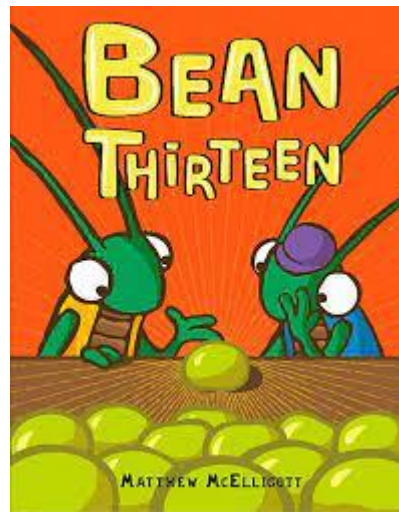
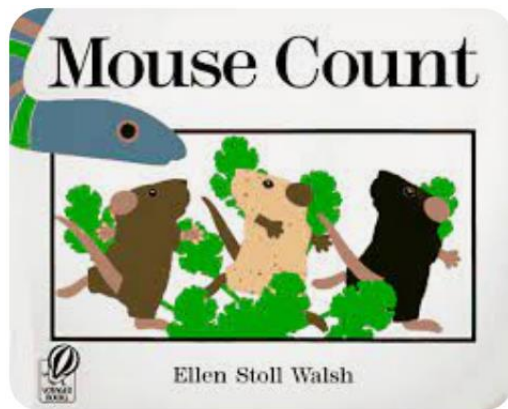


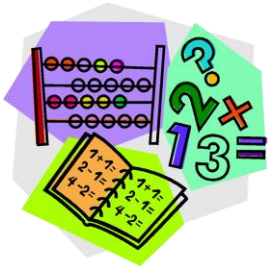


Number Rhymes and Books



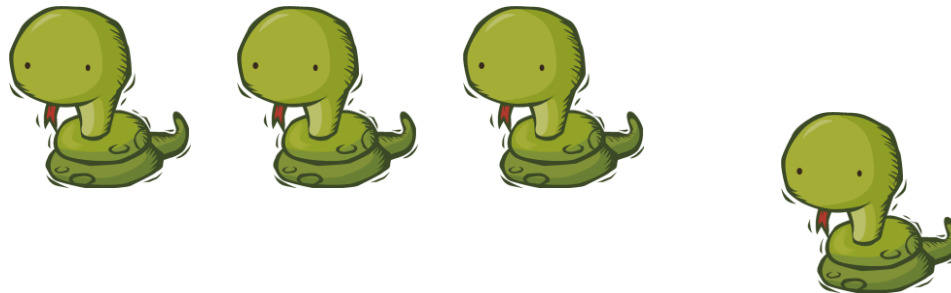
We use numbers in a variety of contexts such as singing rhymes and reading stories with a focus on number.

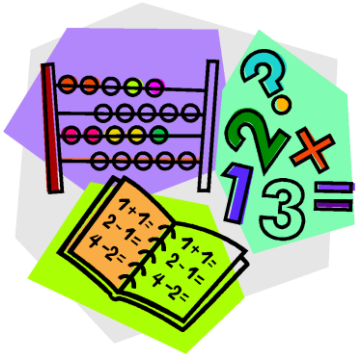




Counting

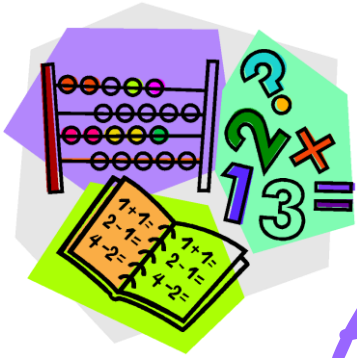
We teach the children to count using one to one correspondence. We encourage the children to line up objects carefully and count them only once.





Further key skills in Mathematics





Adding and Subtracting

We encourage the children to begin to use the vocabulary involved in addition and subtraction, such as: more, less, add, subtract, minus, plus, take away.

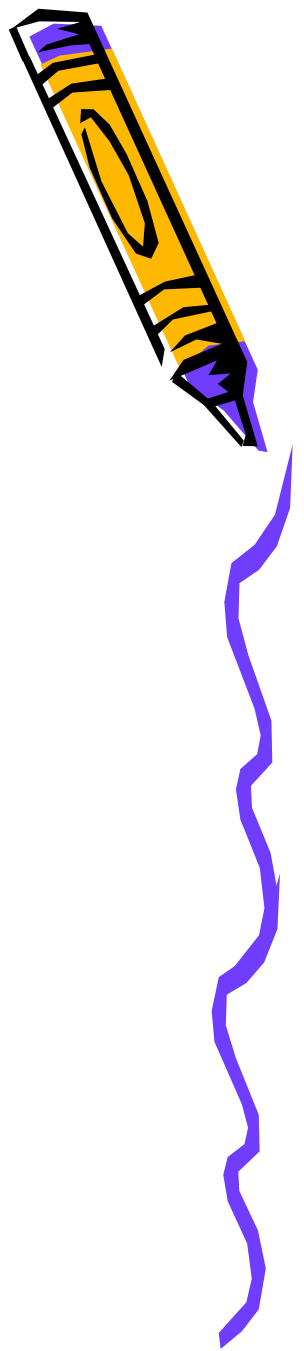
We also use signs and actions to help the children remember some of the key vocabulary.



Concrete

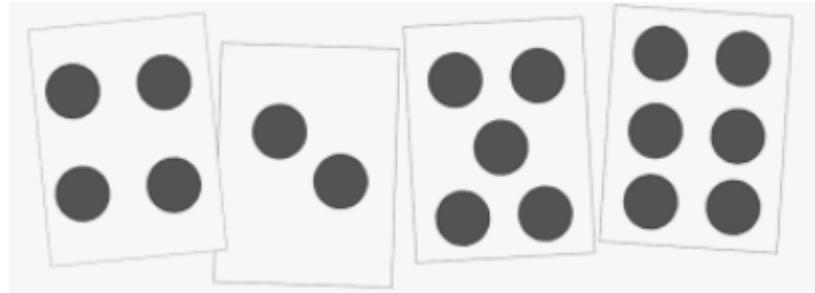
Pictorial

Abstract



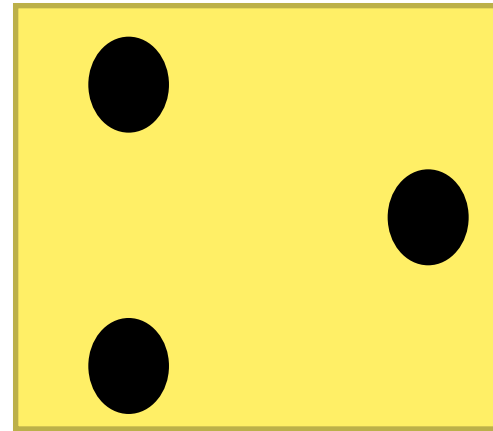
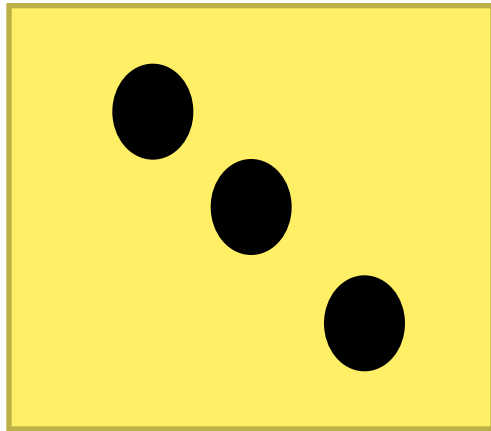
Subitising

Subitising is recognising how many things are in a group without having to count them one by one.

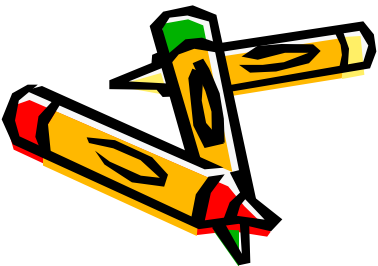


Conservation

Knowing that the number does not change if things are rearranged.

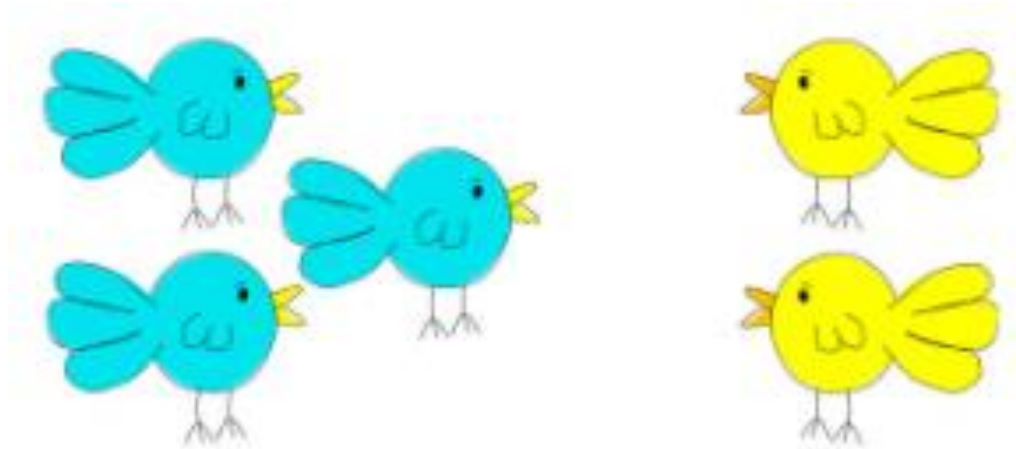


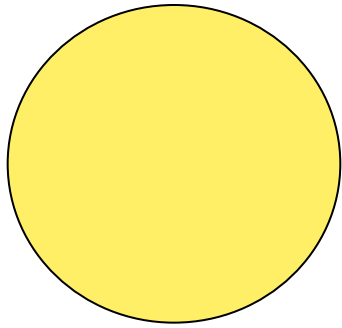
3



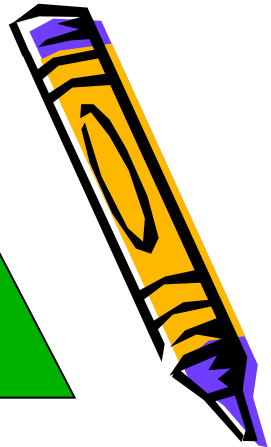
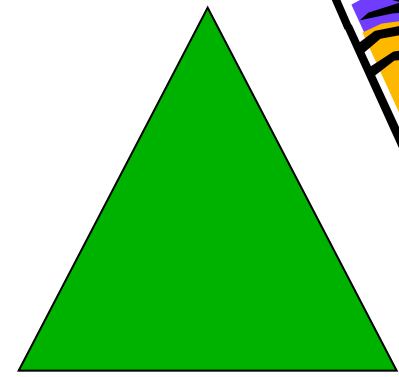
Comparison

Understanding that comparing numbers involves knowing which numbers are worth more or less than each other.





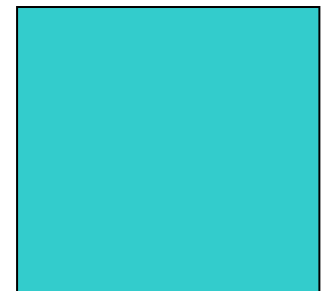
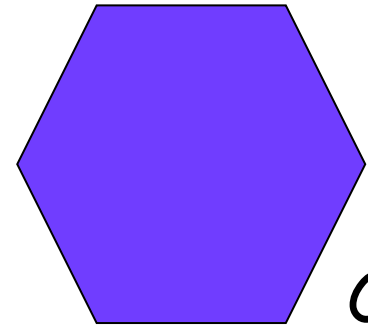
Shape



We ensure our children know the names of the 2D shapes and then have fun exploring how we can use shapes in lots of different ways...

What happens if you put two squares together?

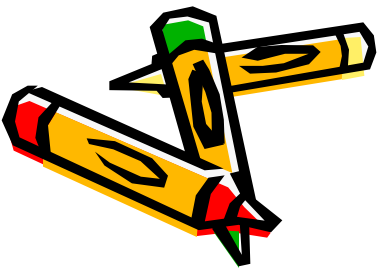
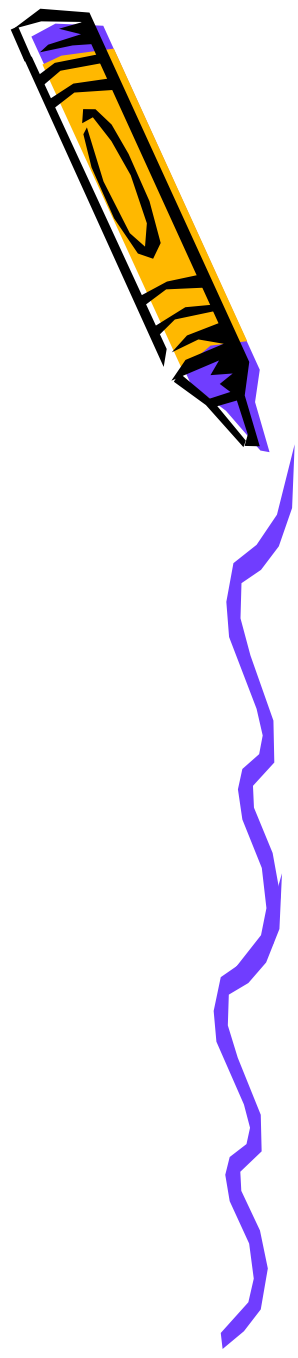
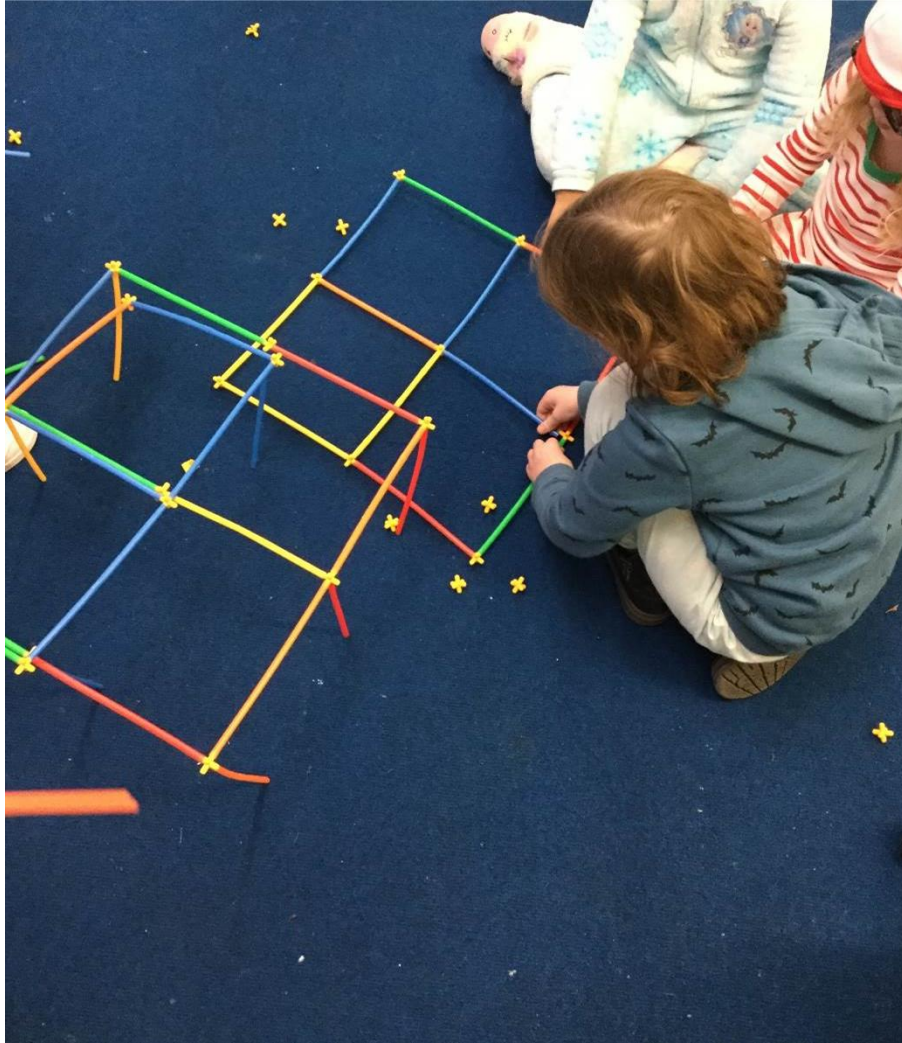
Can you make a square using triangles?



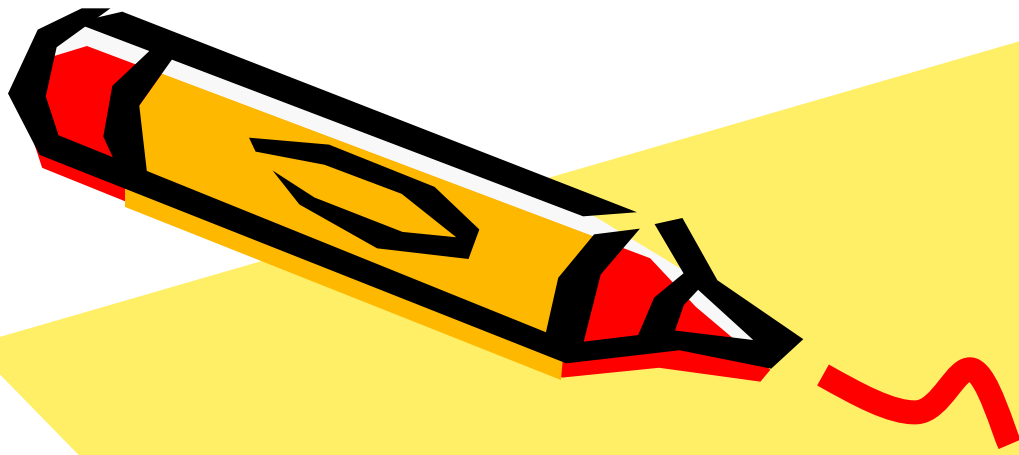


Practical Maths

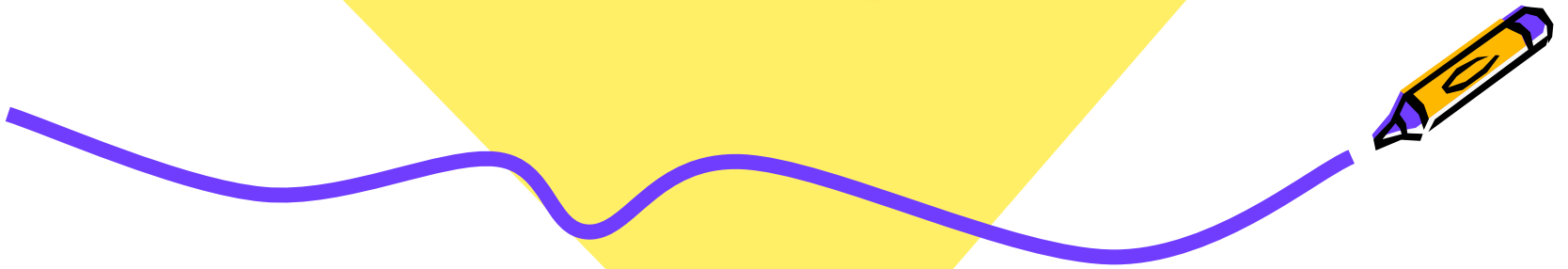








Year R Assessment



Assessment in EYFS

The EYFS guidance currently requires practitioners to review children's progress and share a summary with parents at two key points:

- in the prime areas there is a progress check at 2 years old (this is carried out in Pre-schools).
- at the end of the EYFS in your child's reception year against the Early Learning Goals for each area of learning. This will be reported to you in the Summer Term.

In addition to this, we will discuss your child's progress in detail at our Parents Evenings in the Autumn and Spring Terms. Each half term we will share a summary of your child's learning at our Topic Celebration Events through our Parent Pages and your child's Learning Journey.



Formative Assessment

Assessment in the Early Years is an on-going, daily process. The Development Matters curriculum is used as a guide to make best-fit judgements about whether a child is showing typical development for their age.

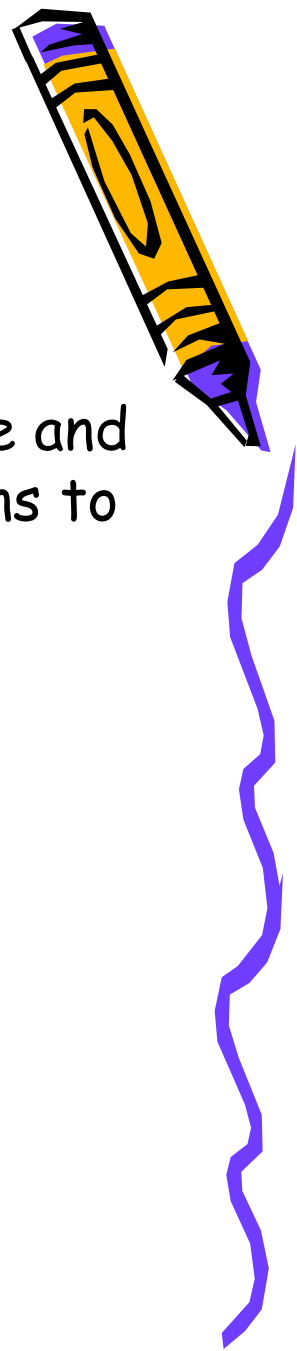


Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Observations are made of the children's independent learning, and teachers also assess progress within adult-led learning too.

These processes enable teachers to plan effectively for the children's next steps in learning.



Importance of your contribution



Parental contribution is a huge part of building a true and full picture of a child's progress so your contributions to their learning journey are vital.

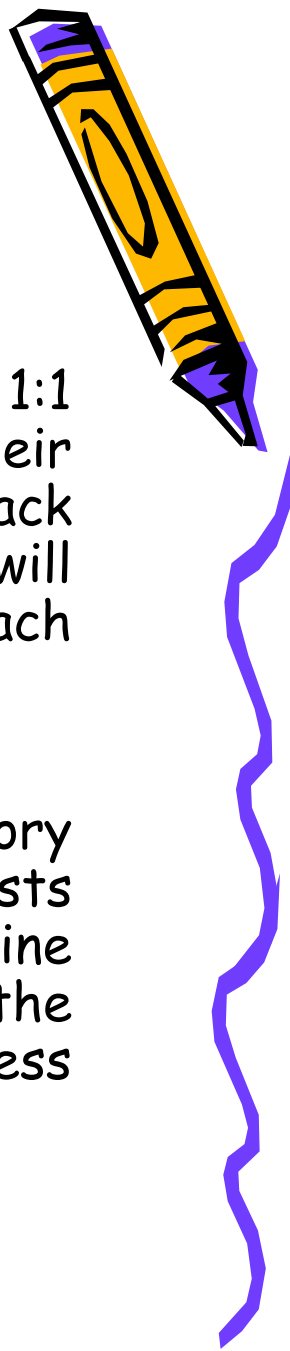
WOW Moments!



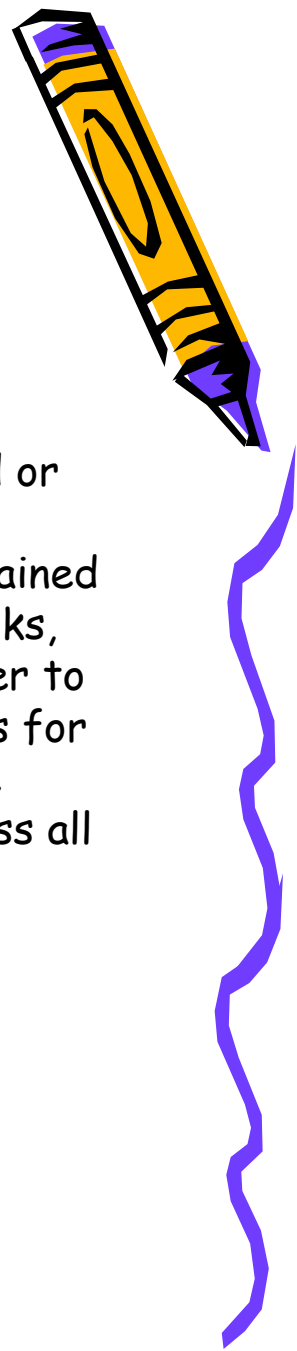
The EYFS Baseline Assessment

We spend the first few weeks of term working on a 1:1 basis with your children to get a clear picture of their ability as they come into school. This allows us to track their progress as they travel through the Infants. We will then use this information to inform our planning and each child's next steps in learning

During this time we also complete the statutory Government baseline assessment. The assessment consists of practical tasks, using physical resources, and an online scoring system for the practitioner to complete as the pupil engages with the tasks. This assessment process lasts around 20 minutes.



The EYFS Baseline Assessment

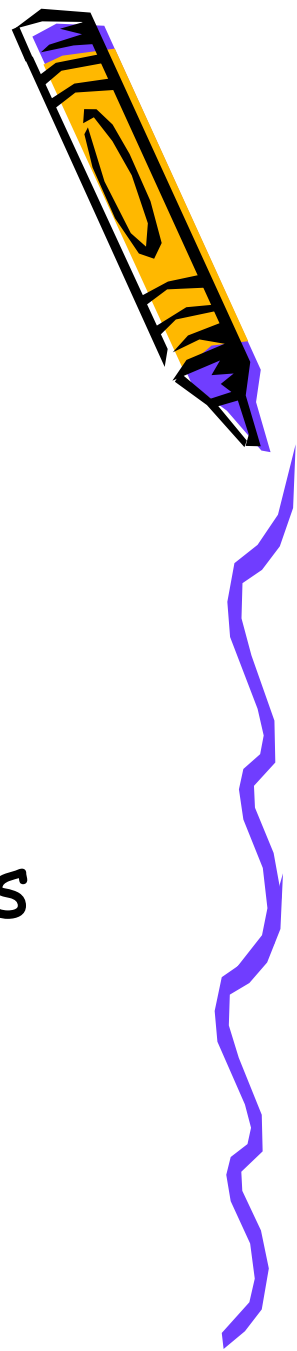


The assessment must be administered by a reception teacher, reception teaching assistant or suitably qualified practitioner (e.g. early years lead or SENCO) working one to-one with each pupil. The practitioner should be familiar to the pupil. Those conducting the assessment should be fully trained and familiar with the materials. The assessment consists of practical tasks, using physical resources, and an online scoring system for the practitioner to complete as the pupil engages with the tasks. Administration instructions for each task and the recording of the assessment are provided via an online system so that the assessment is delivered and scored consistently across all schools. Digital technology is used to maximise the manageability of the administrative tasks, enabling quick, easy and automated recording.

Statutory Framework for the Early Years Foundation Stage
March 2021



How we share your child's learning for the topic.



- Half term curriculum letter
- Marvellous Me message will start Week 6
- Parents evenings
- Celebration events
- Pupil progress drop in



Any Questions

