

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:

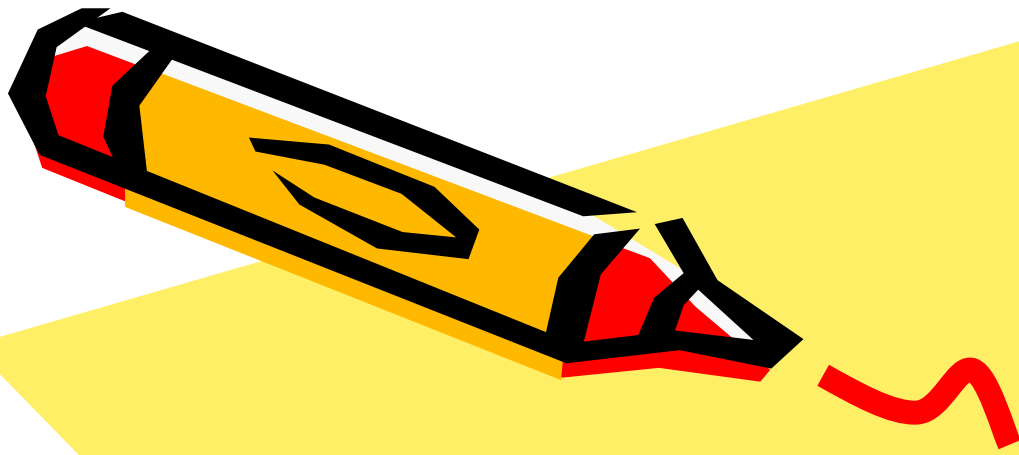
Literacy

Mathematics

Understanding the World

Expressive Art and Design





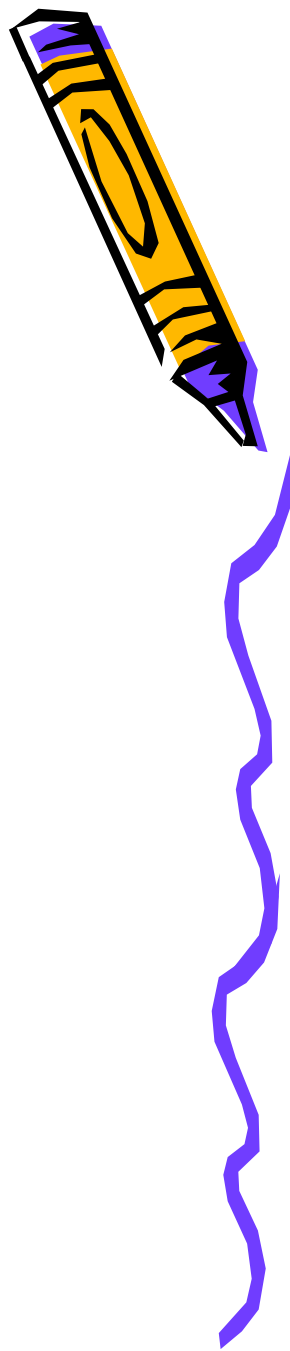
Communication and
Language

Literacy



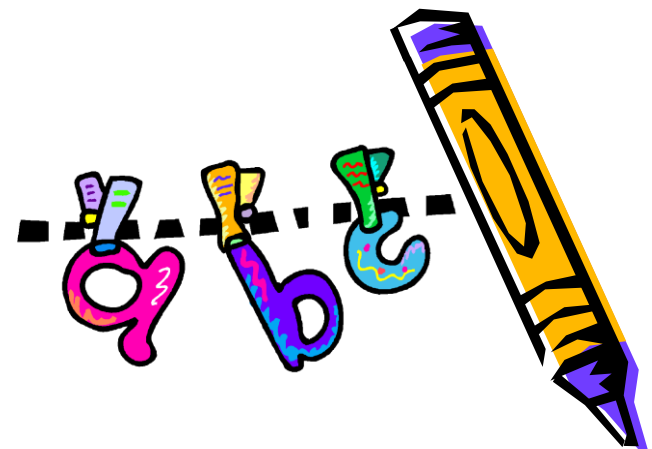
Today we will look at:

- Phonics
- Reading
- Writing
- Handwriting



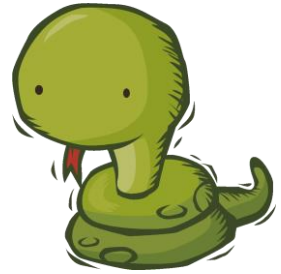


Phonics

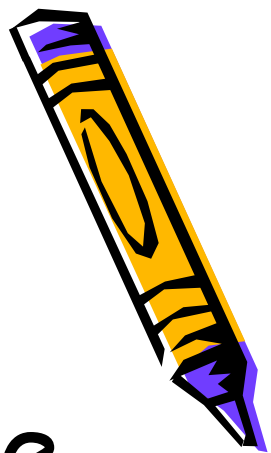


Making sounds

- What noise does a snake make?

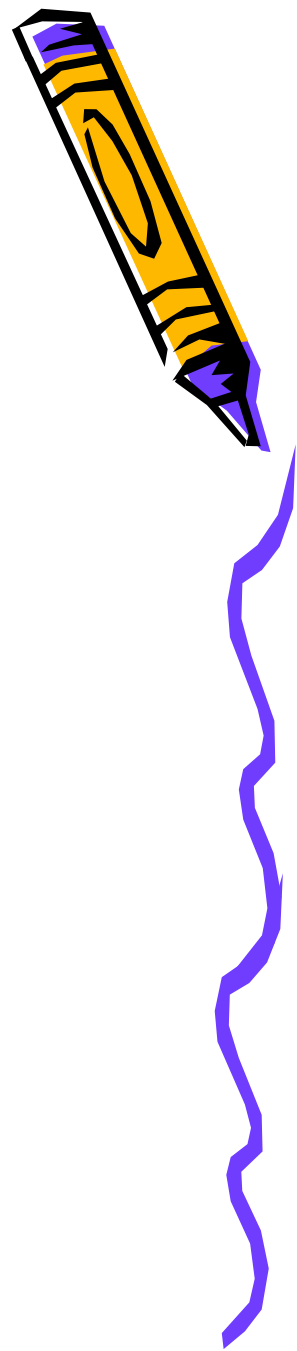
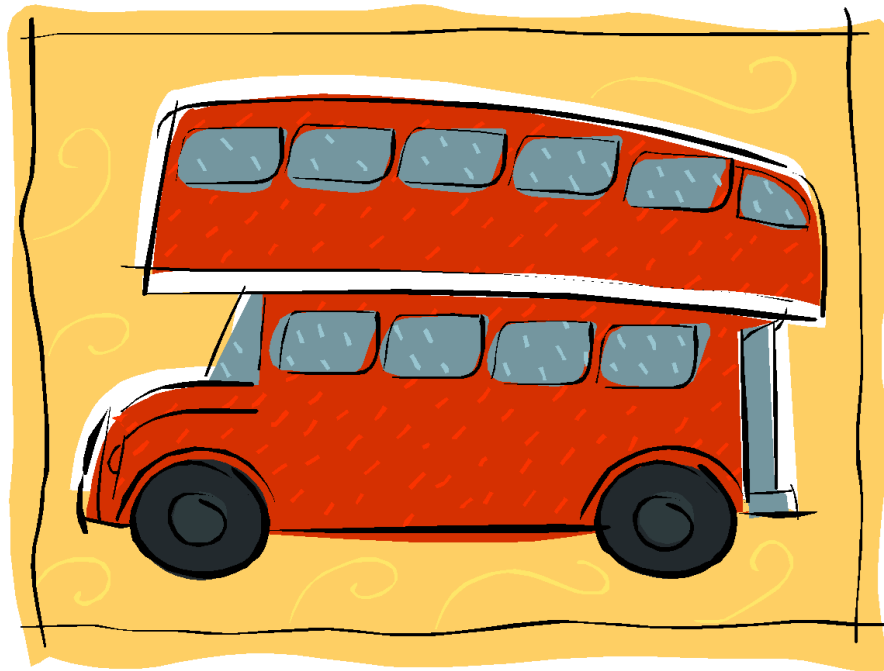


- What noise does a bumble bee make?



Rhythm, Rhyme and Alliteration

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





Here we will show you examples
of our phonic sounds!





Phonics

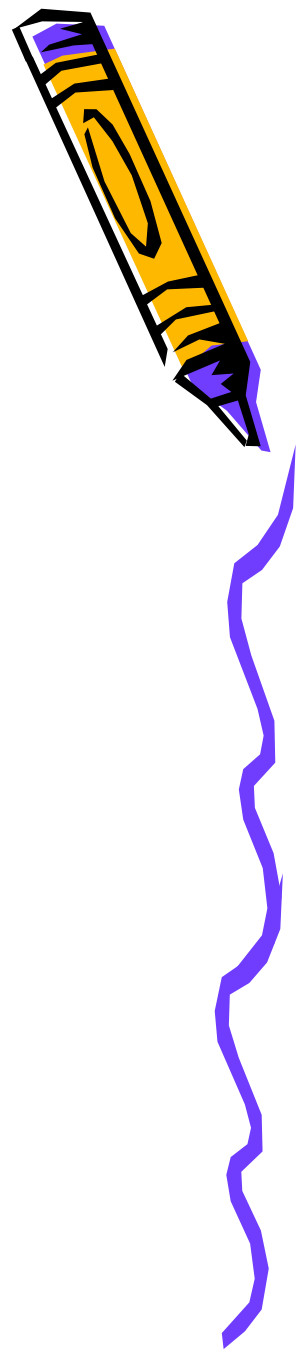


The skills learnt through systematic phonics teaching allow children to learn letter sounds which we call phonemes, and put these sounds together to make words in order to read.

c a t → cat



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



d o g



Moving on from single sounds the phoneme to digraphs

ch

sh

or

oa

th

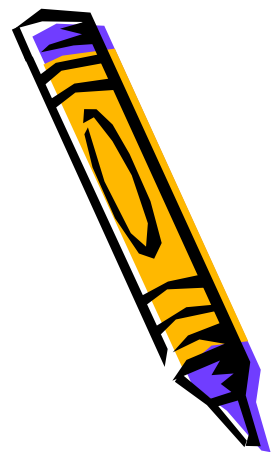
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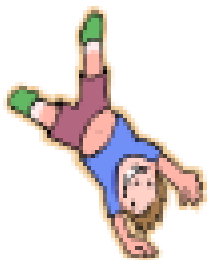


Phonics

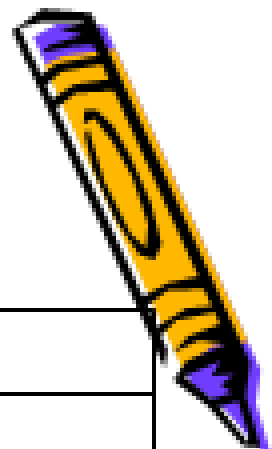


Here we will show you how to
segment a word into its
smallest unit of sound.

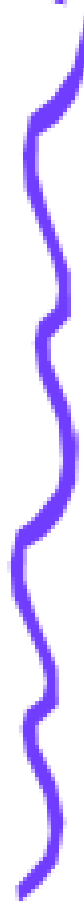




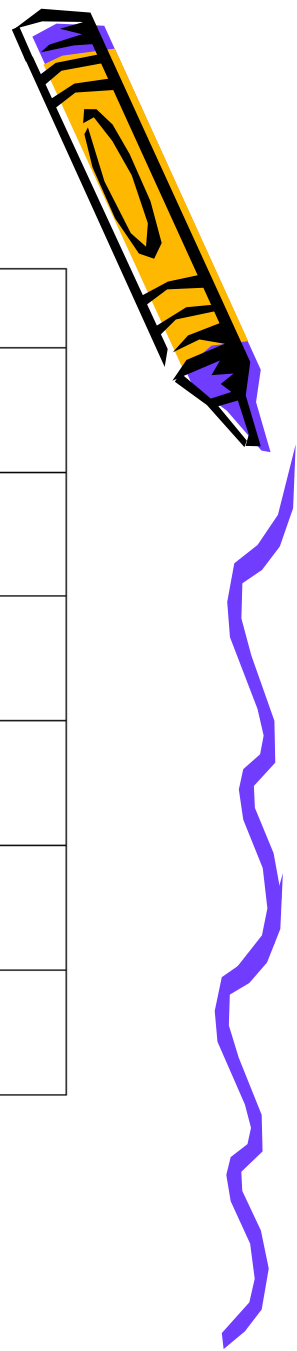
Parent Challenge!



WORD	PHONEMES					
shelf						
dress						
think						
string						
sprint						
flick						



Parent Challenge!



Word	Phonemes					
shelf	<u>sh</u>	e	l	f		
dress	d	r	e	<u>ss</u>		
think	<u>th</u>	<u>i</u>	n	k		
string	s	t	r	<u>i</u>	ng	
sprint	s	p	r	<u>i</u>	n	t
flick	f	l	<u>i</u>	<u>ck</u>		

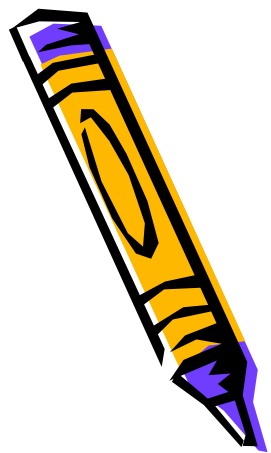




Top Tips

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

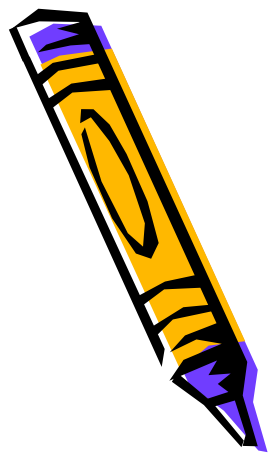
he

was

she

me

we



Reading

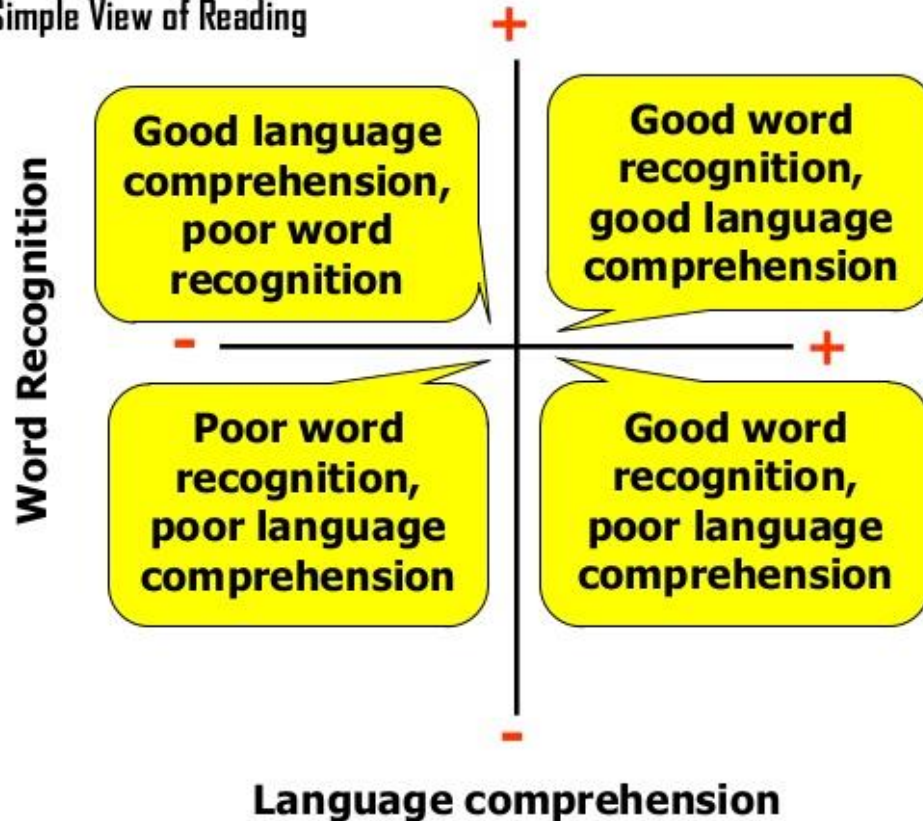


- Picture books
- Simple repetitive word books
 - Simple caption books
 - Simple sentence books
 - More complex books



How to read with your child.

The Simple View of Reading

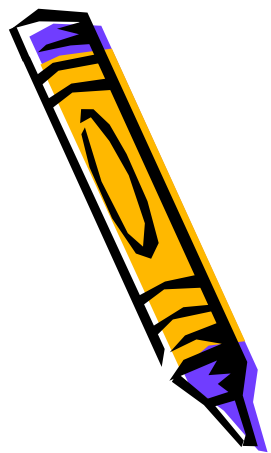


A good reader must have equally good skills at decoding words **and** understanding what those words mean.



Comprehension

As your child becomes a confident word-reader it is vitally important that their ability to understand what they have read is also developed. Talking about what you or your child has read and exploring questions should be seen as just as important every time you read together.



Comprehension



What questions could you ask when exploring this page?



The Skills



Decoding

- Blending
- Recognising tricky words
- Recognising repeating phases
- Reading for meaning

Retrieving

What did the fox get from the store?

How many apples had fallen from the tree?

Predicting

What do you think the story is about?

What do you think will happen next?



The Skills (cont.)



Inferring

'Reading between the lines'
How is the character feeling? Why?

Sequencing

What order did the animals get on the boat?

Which place did the character visit first?

Vocabulary

It says the boy was joyful
what other word could we use?
What word tells us the man was sad?



Look up high in this oak.

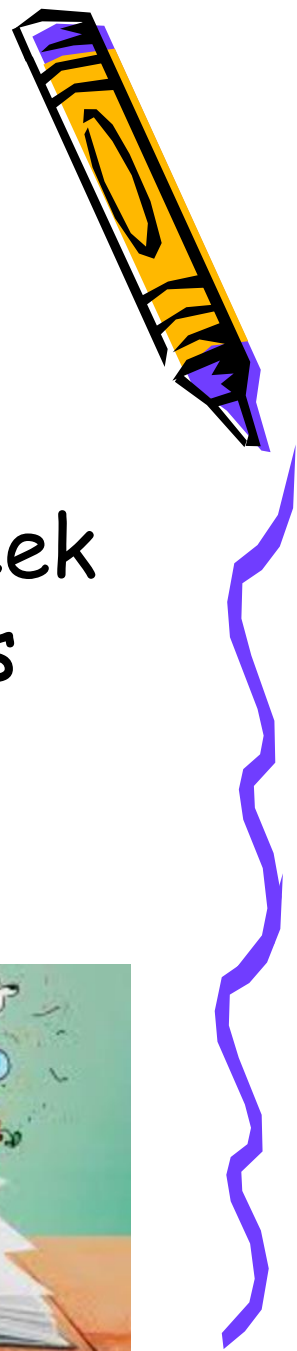
Hush! Owls hoot.

torch



What questions could you ask when reading this page?

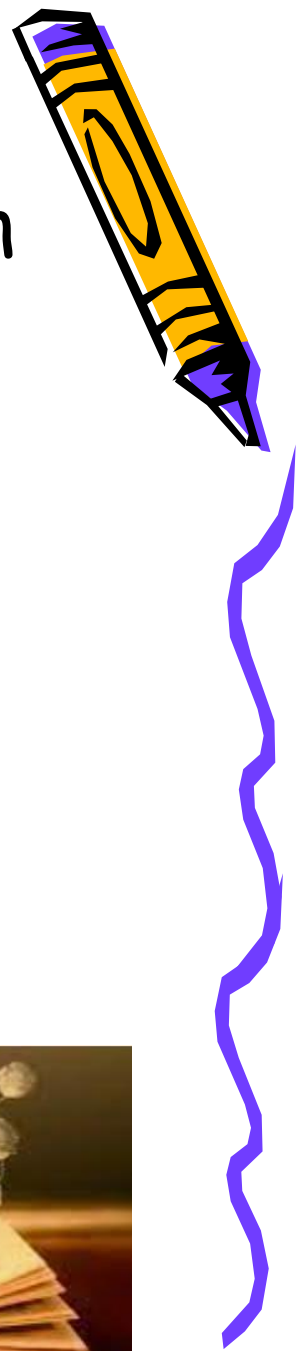
How we will teach your child to read



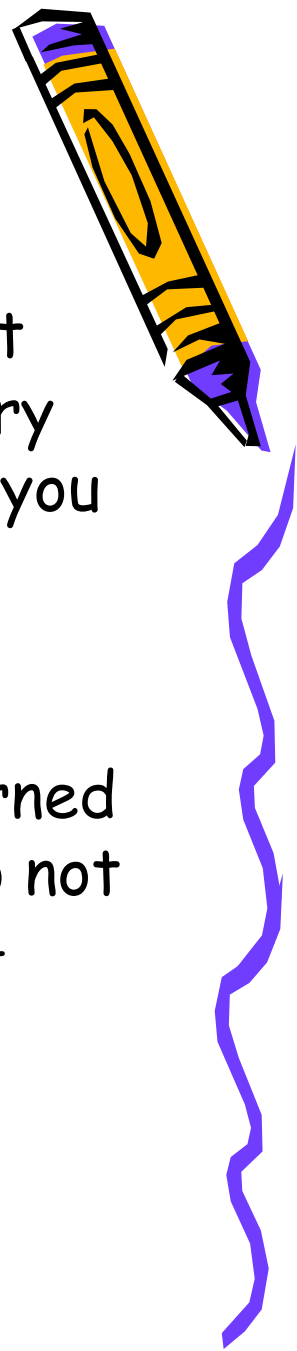
- Children will take part in reading practice sessions three times a week in class. The book they read in this session at school will be fully decodable and matched to their phonics progression.



- These reads will not be recorded in the home school diary as the teachers will be making their own records to inform planning.
- In addition to this, some children may be heard to read in additional catch up sessions. We will let you know if your child is having this support.

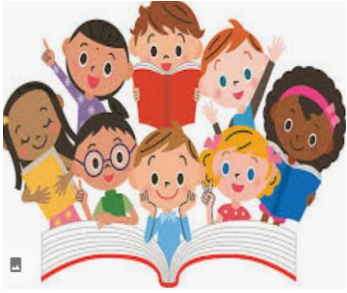


How the system will work between home and school

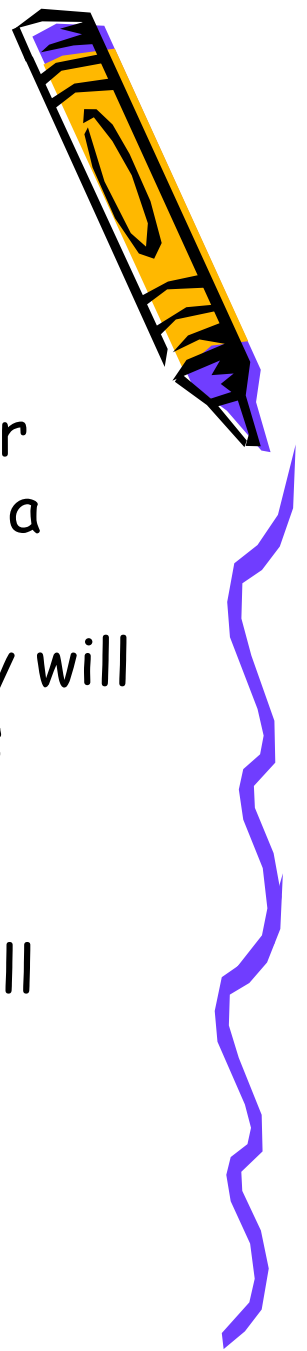


- The book will come home on every Friday night after school. Please record in the reading diary when you have read with your child. We need you to read with them at least 3 times a week.
- The book **MUST** be returned the following Thursday. We have to have these books returned as the next group will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





Home school communication



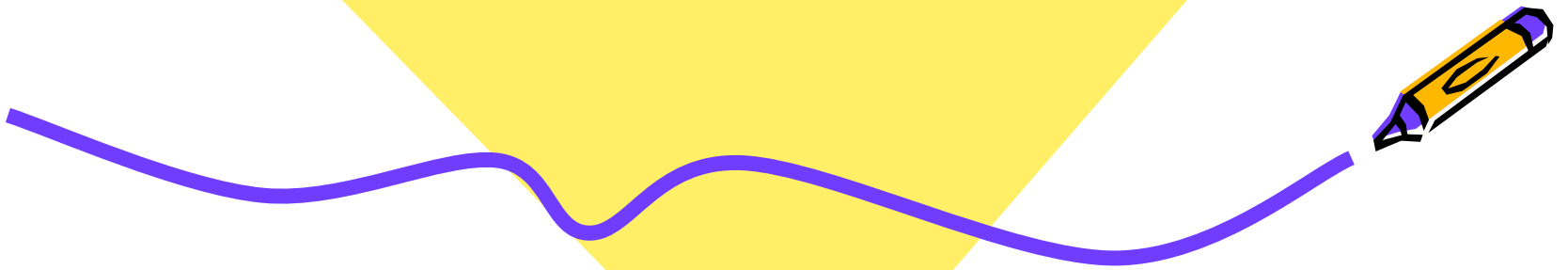
- Your child will bring home a reading diary. Your child's class teacher will comment in this once a half term. They will indicate which phase of decodable books your child is reading and they will give you a focused reading target your child is working on.

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





Writing





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.



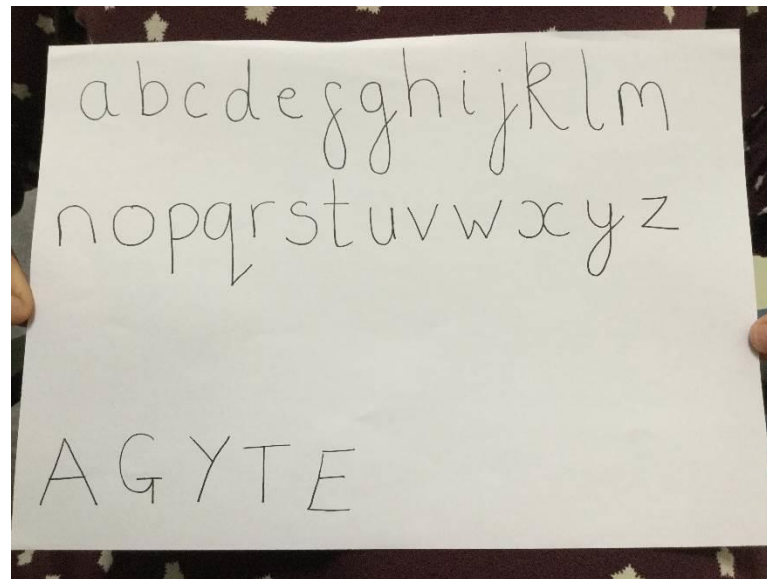


Top Tip



Make sure to write using lower case letters with your child.

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

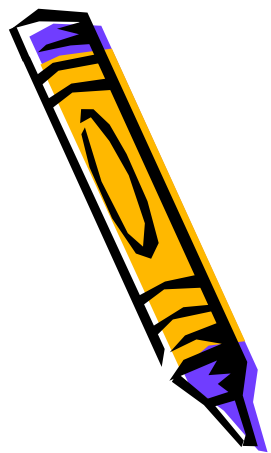
After building up your child's fine motor skills and gross motor formation we start practicing letter formation.

We use 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.



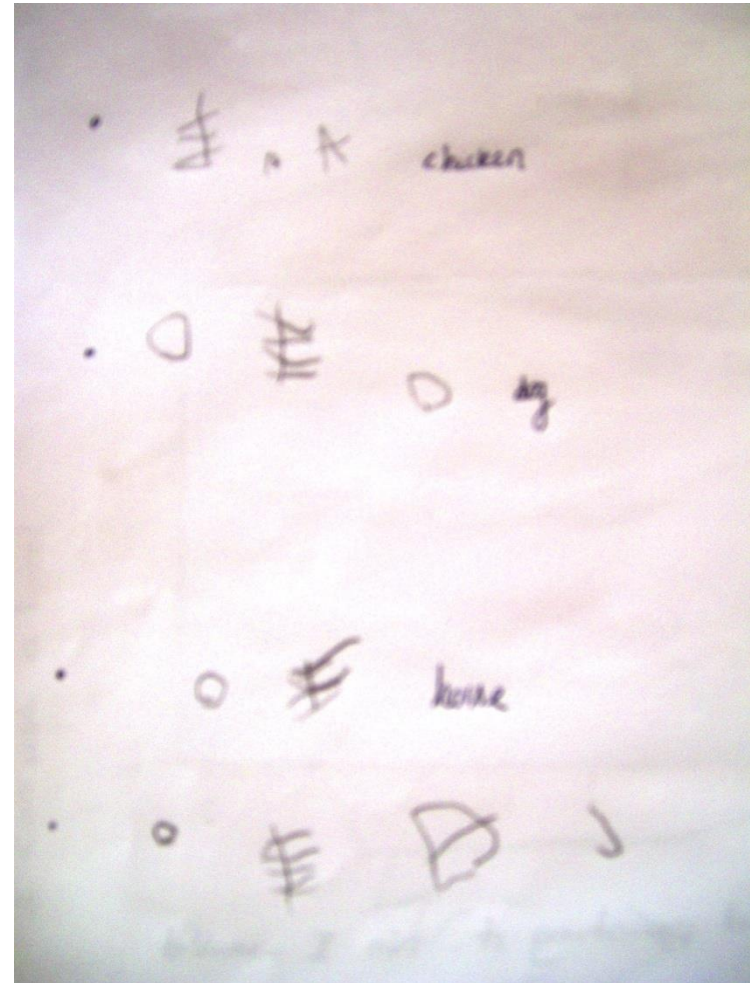
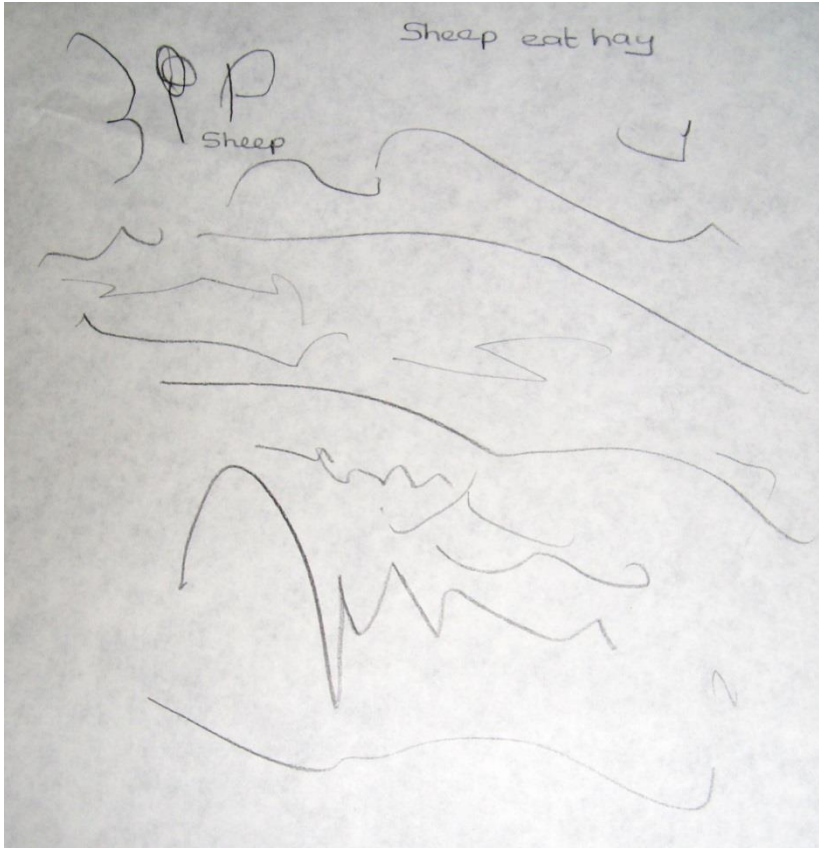
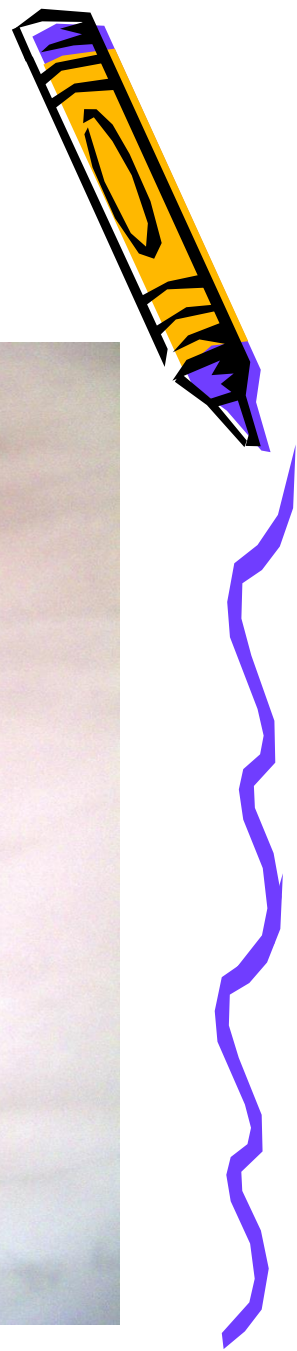
Progression in writing

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

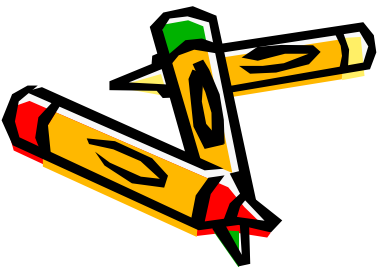
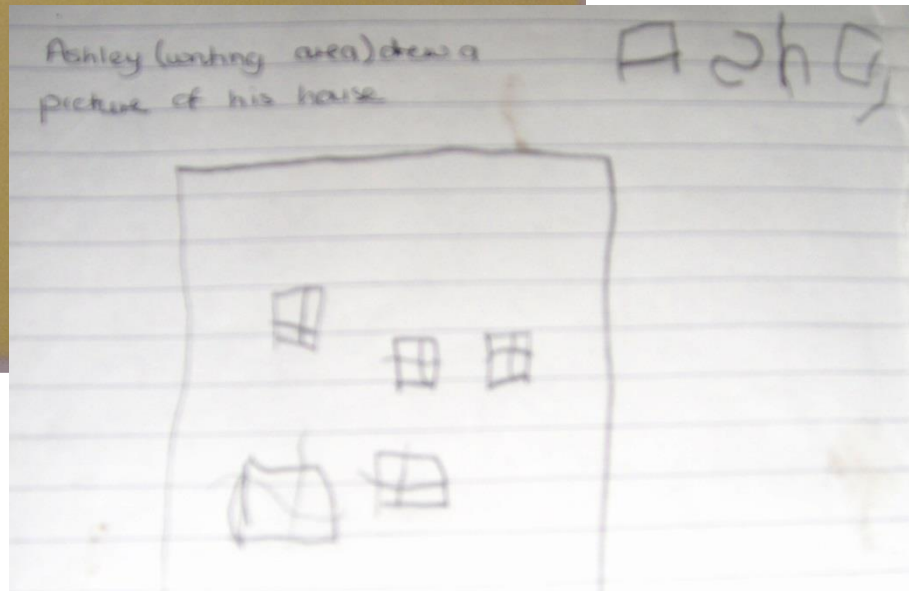
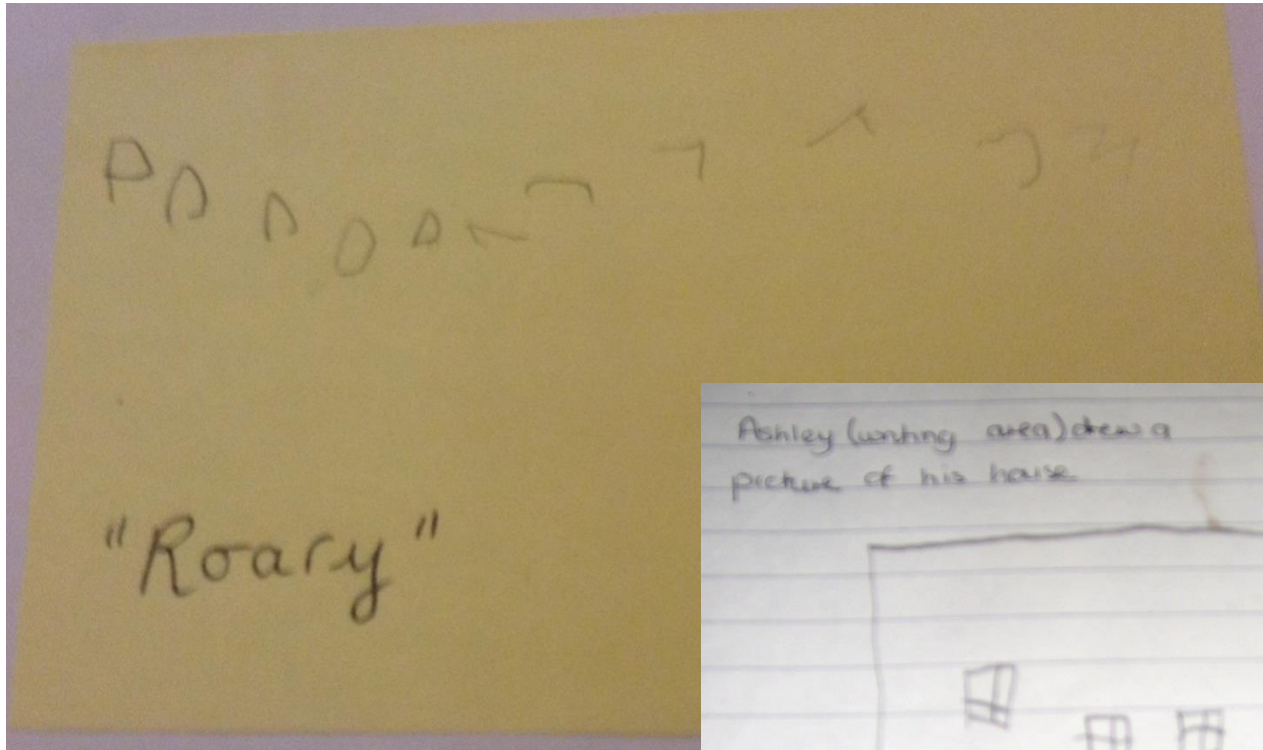
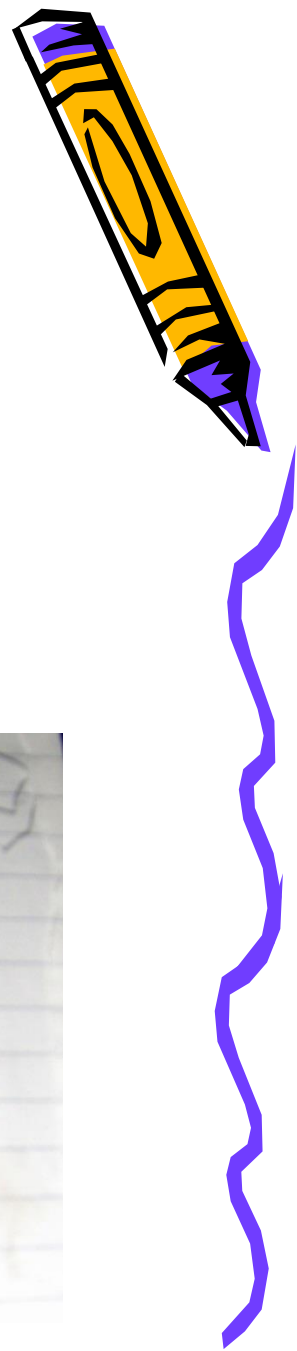
- Labels
- Lists
- Captions with pictures
 - Speech bubbles
 - Simple sentences
 - Letters



Stage 1: Emergent writing



Stage 2: Letter shapes and name writing



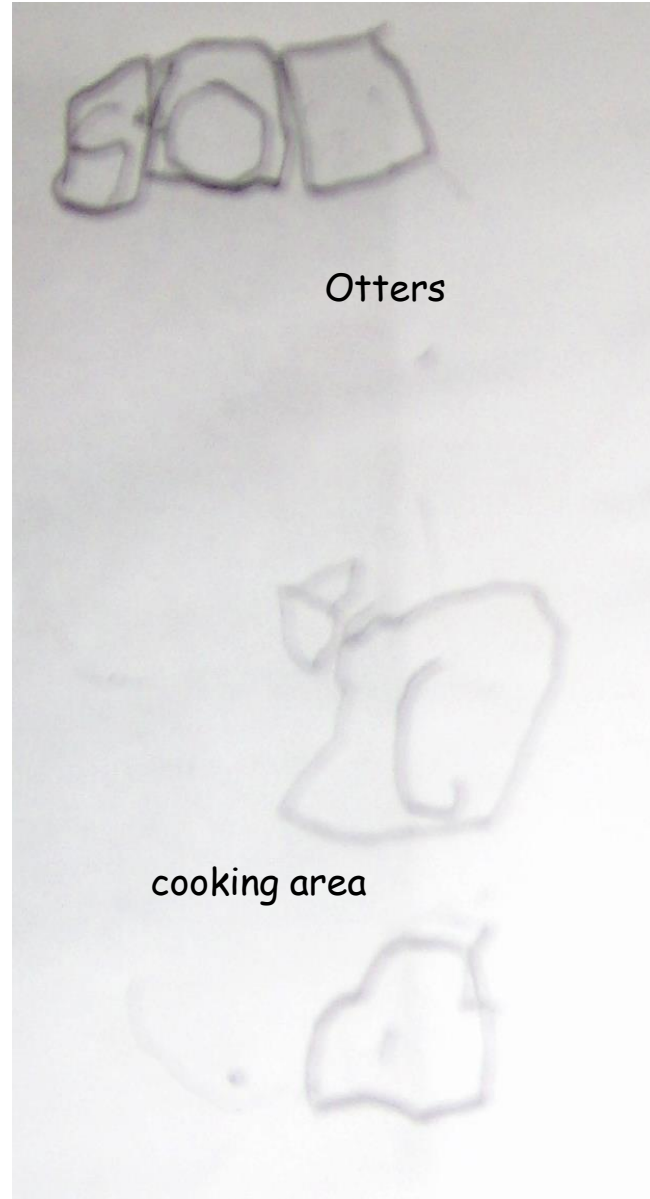
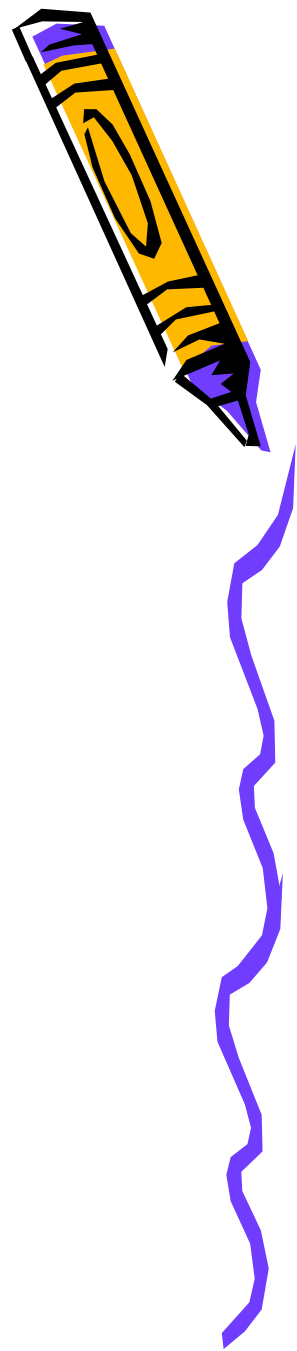
Stage 3: Initial sounds

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

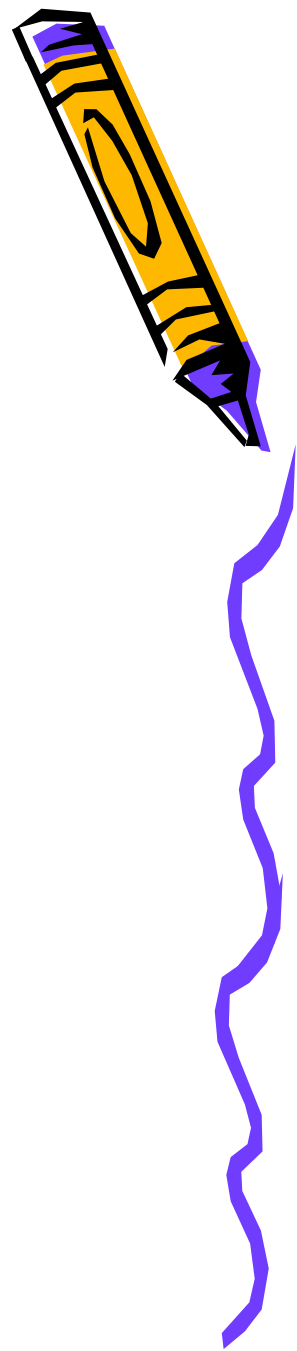
Squirrels

Otters

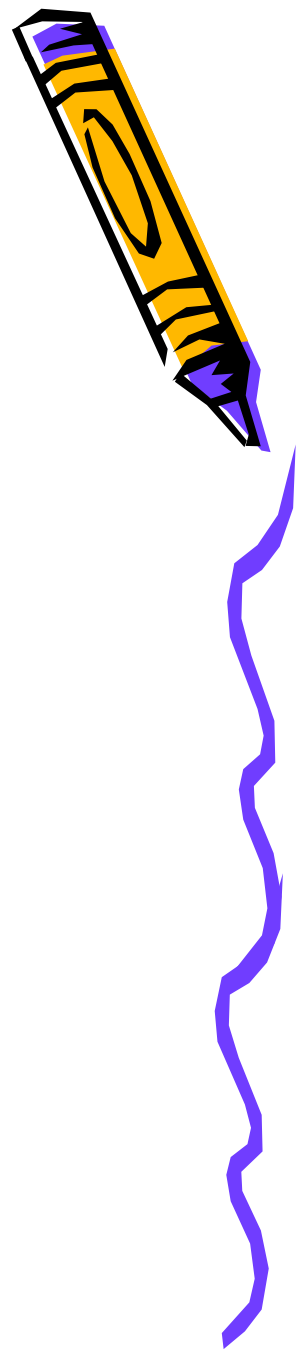
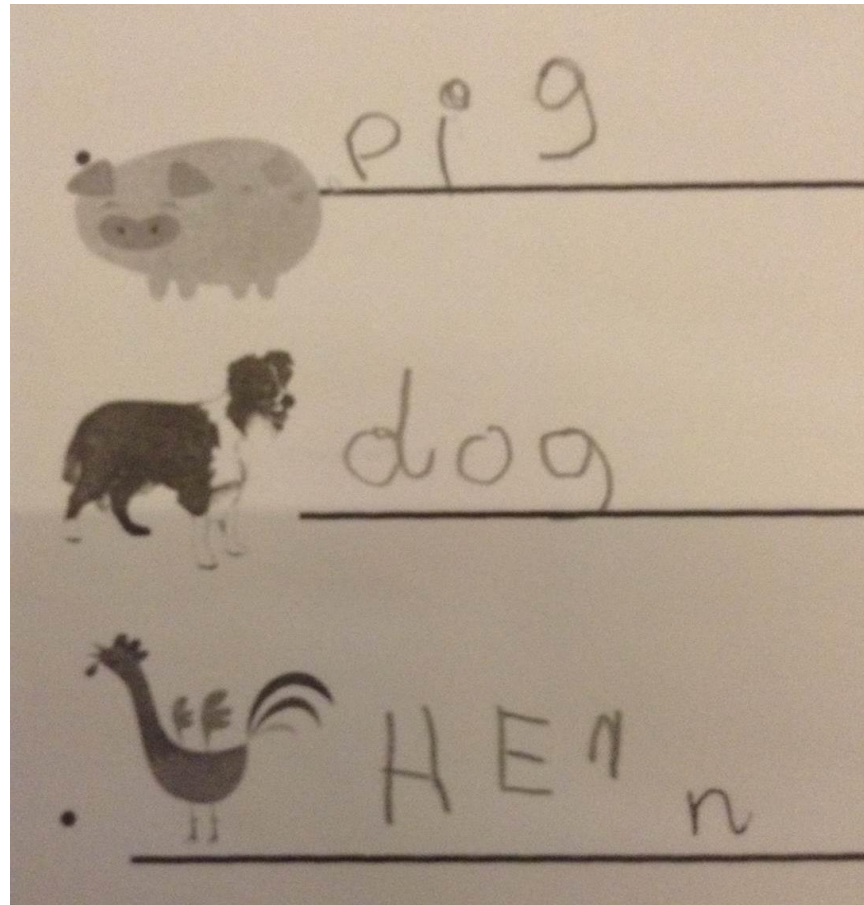
cooking area



Stage 4: Use of some sounds within words



Stage 5: More accurate use of sounds within words



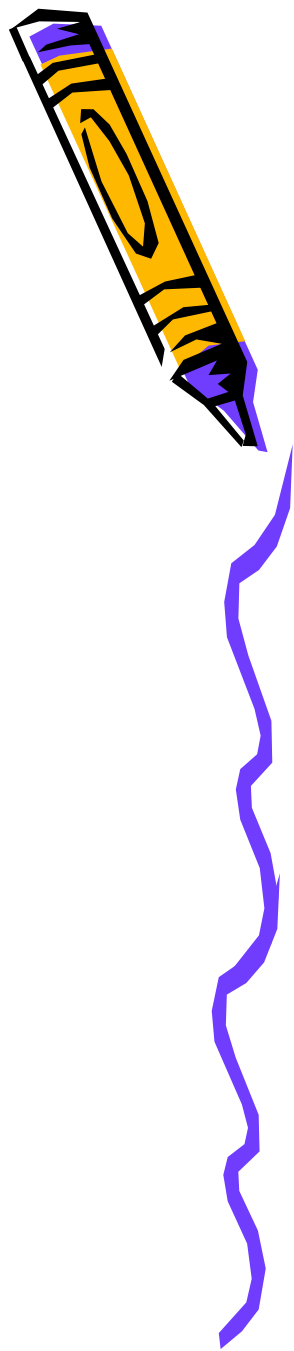


Children then become more confident to write using more complex phonic sounds with greater accuracy in captions, simple sentences and other forms...

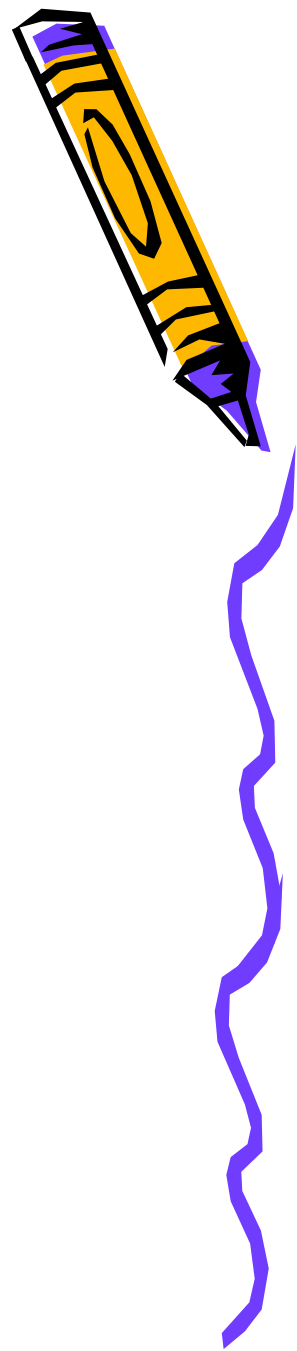
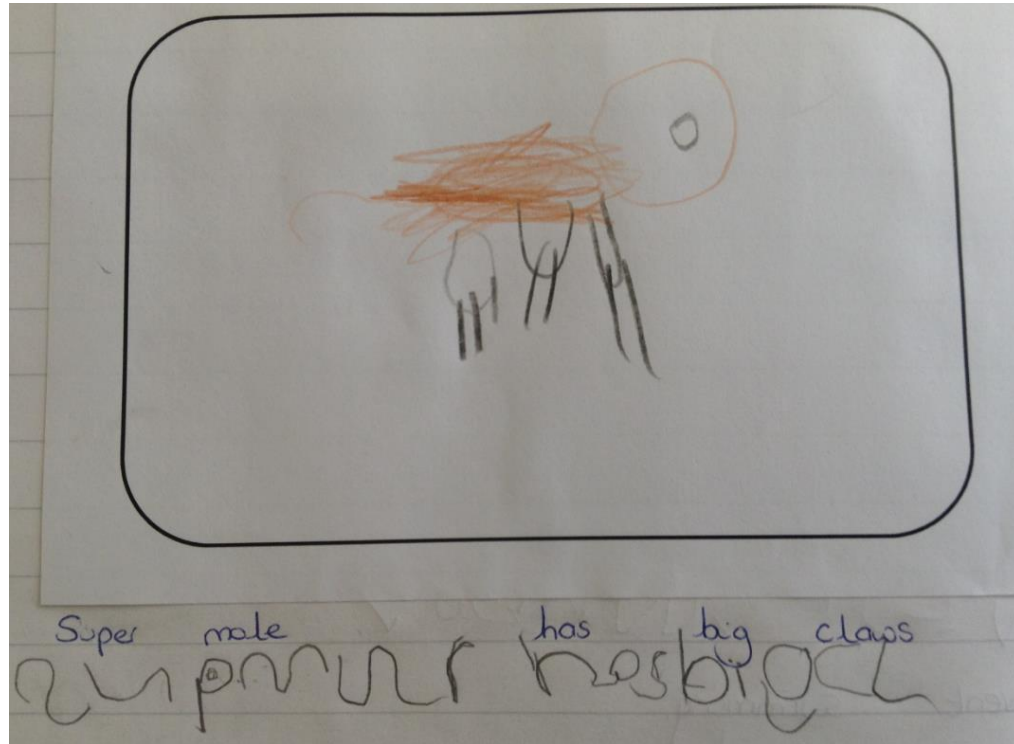


Lists

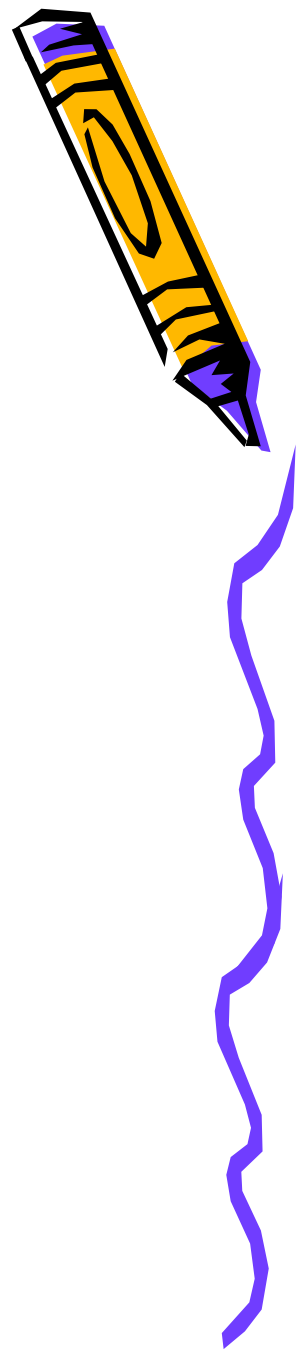
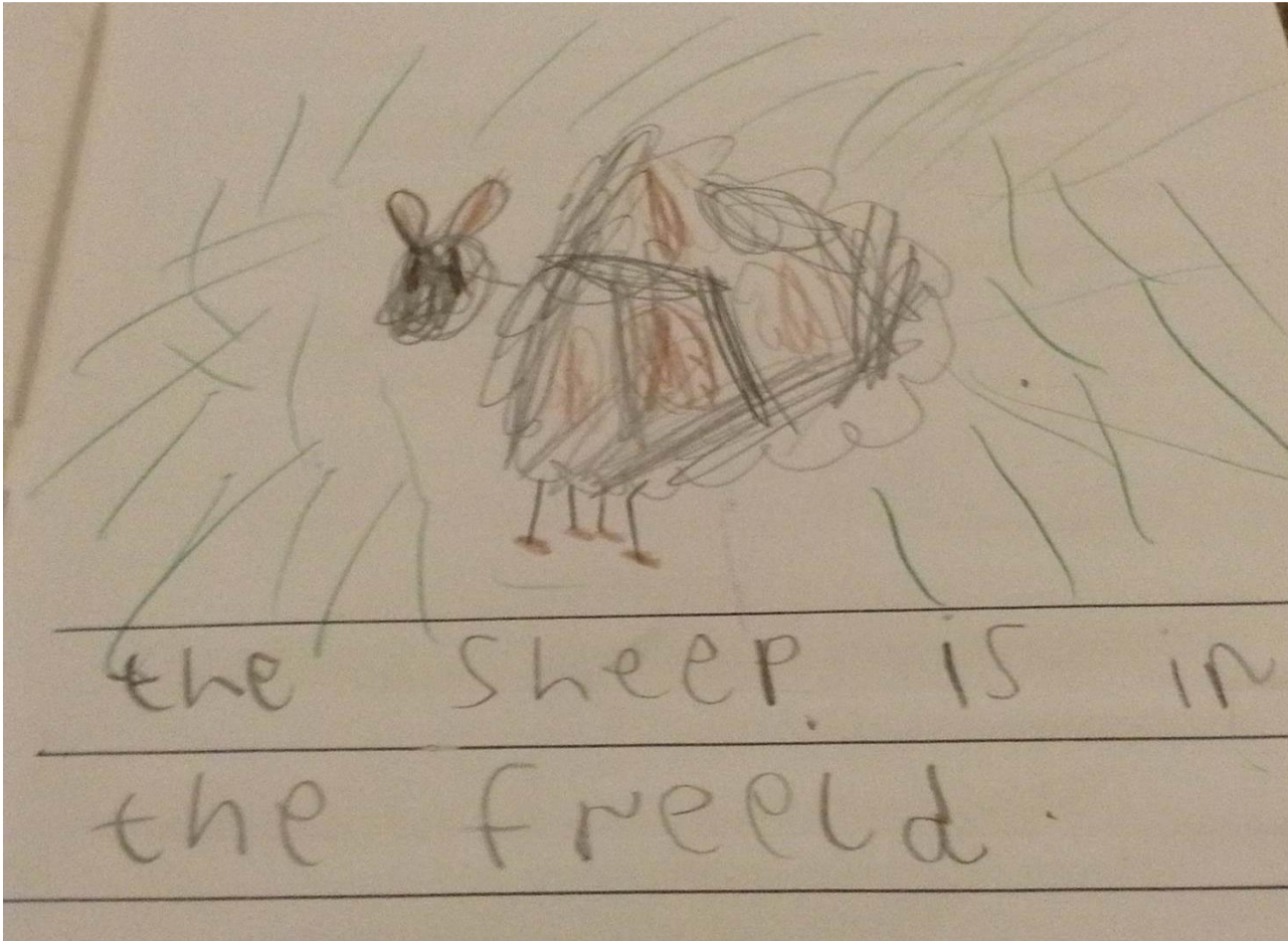
nors
sheep
thir in
caw
dunc
sheepdog



Captions



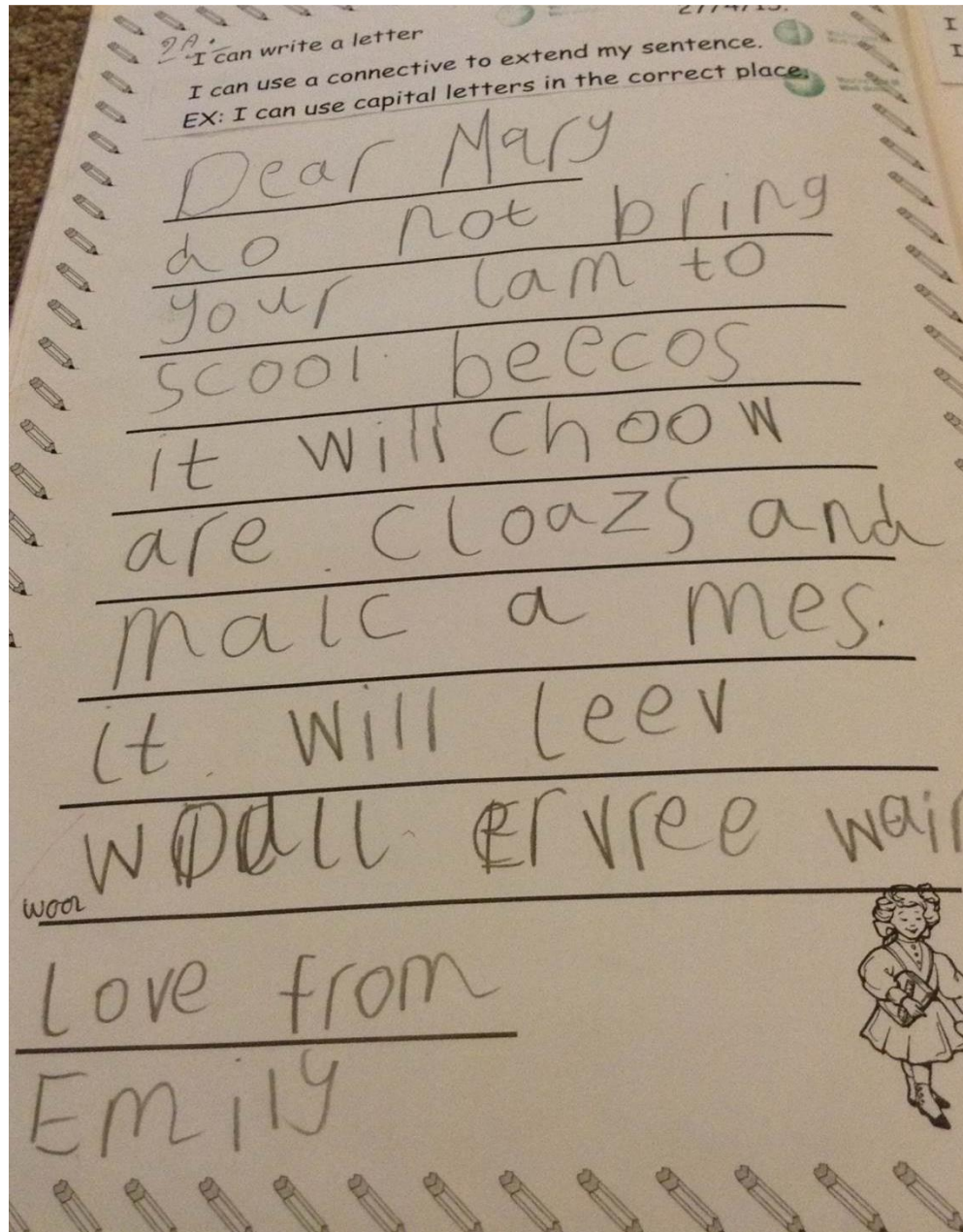
Simple Sentences

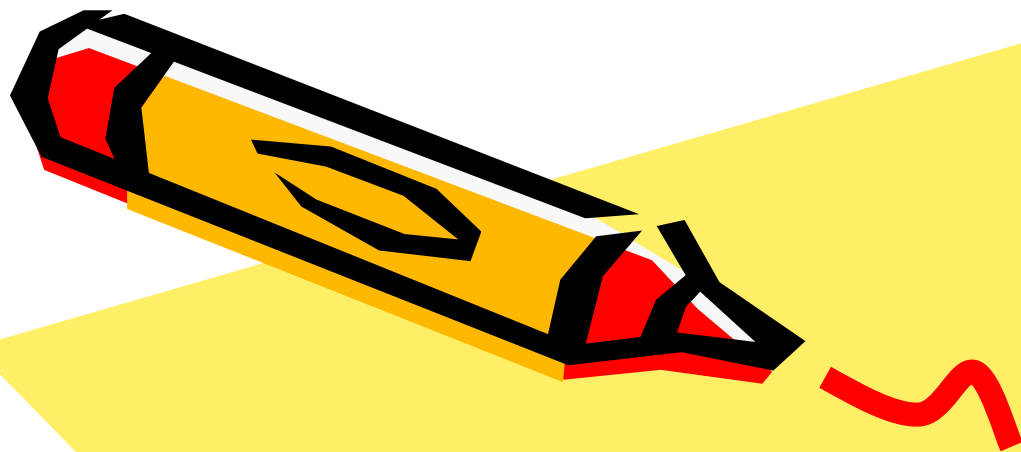


A yellow pencil with a purple eraser and a purple wavy line trailing from its tip. The pencil is oriented diagonally, pointing towards the bottom right. The eraser is at the top, and the wavy line extends downwards from the pencil's tip.

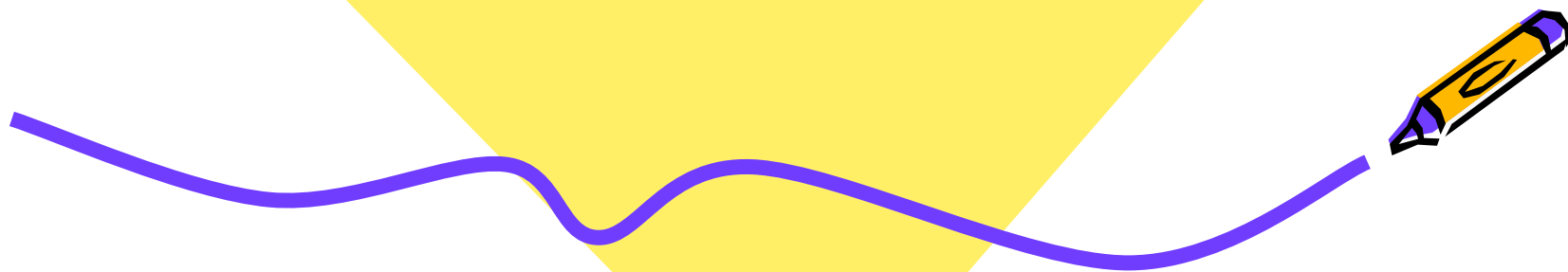


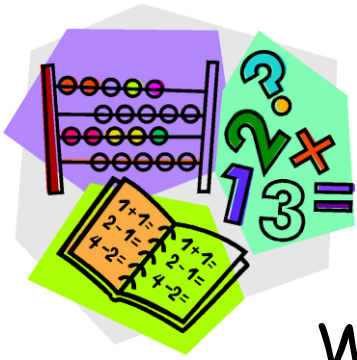
Letters





Mathematics



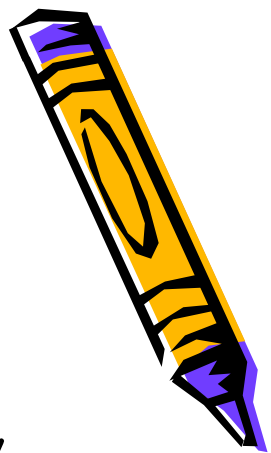


Number

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

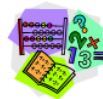
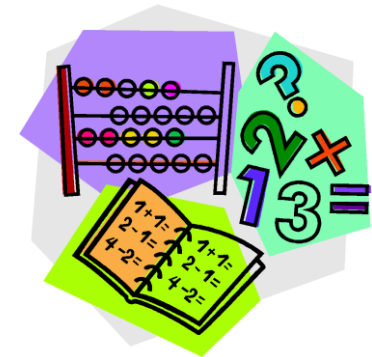
We teach the children how to recognise, say and form their numbers.

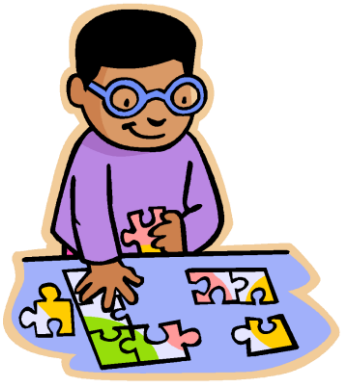


Number Rhyme



- 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|



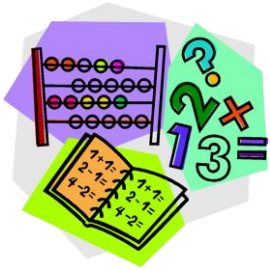


Number Rhymes and Books



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

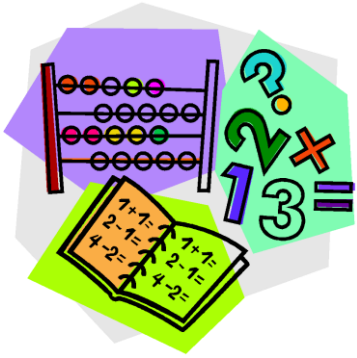




Counting

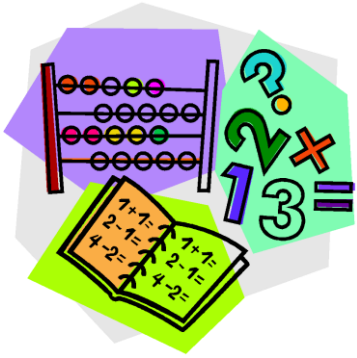
We teach the children to count using one to one correspondence. We encourage the children to carefully line up objects and count them only once.





Further key skills in Mathematics

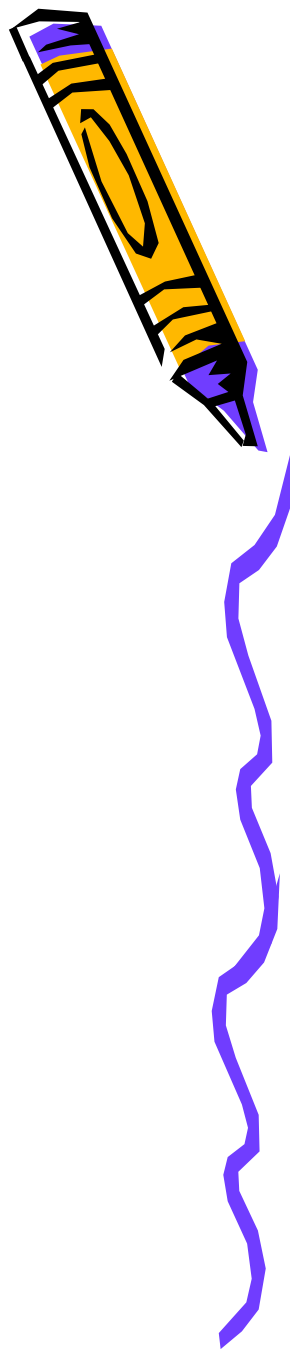
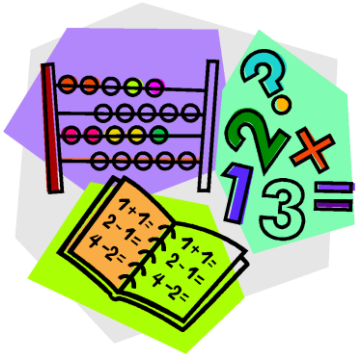




Adding and Subtracting

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





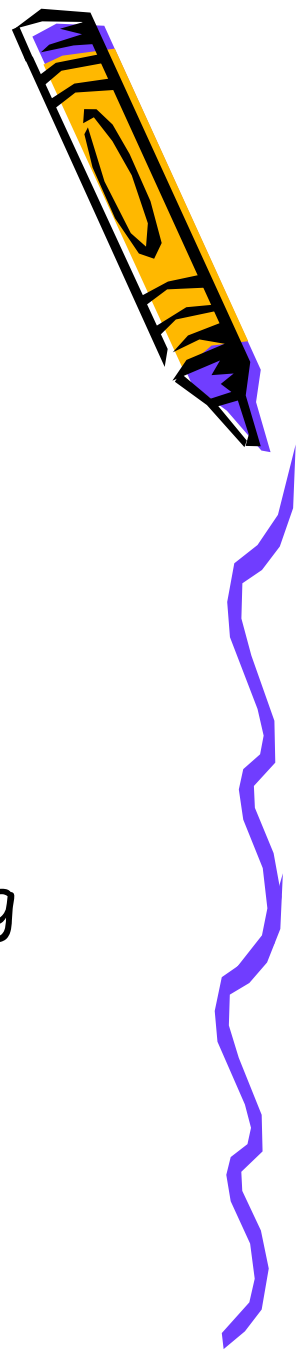
Then we can begin to learn to draw quicker representations using dots and dashes, and start to use numbers in recording our work more independently.



We like to teach addition and subtraction in a hands-on way, so we use lots of counting objects to tell number stories.

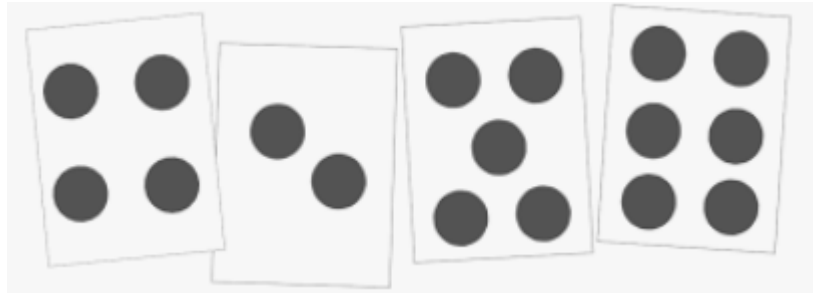
Rather than recording number sentences initially in the formal way eg $2 + 5 = 7$, we use pictures to record in the early stages of calculating.

The children then move on to quicker recording and then the use of numbers to record full number sentences.



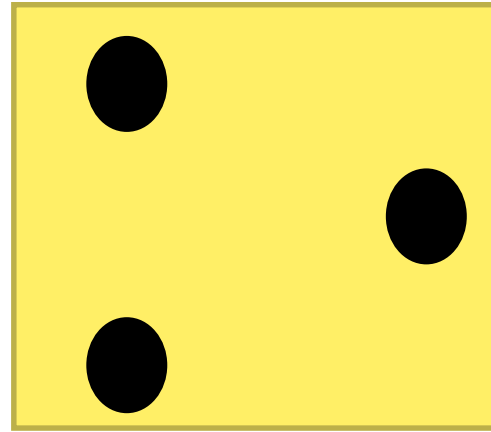
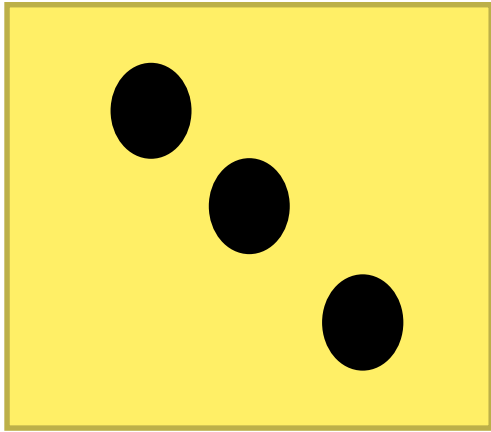
Subitising

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.

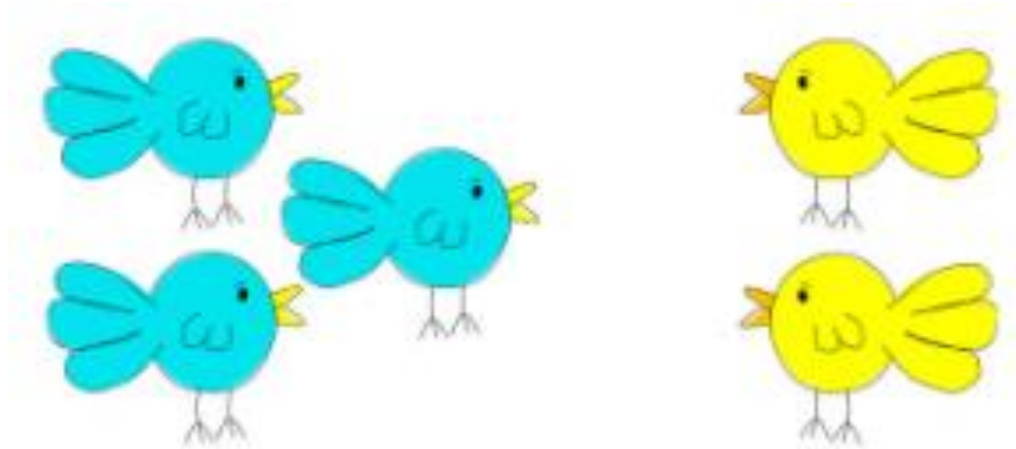


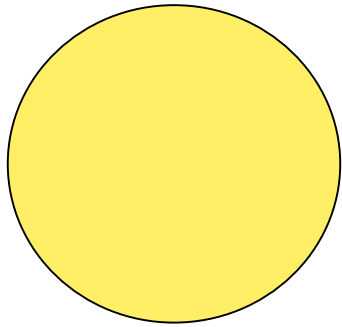
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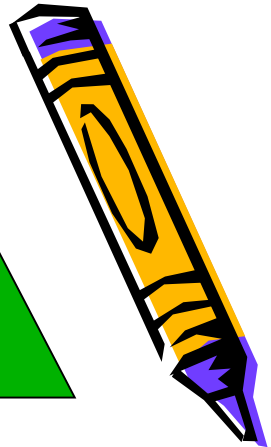
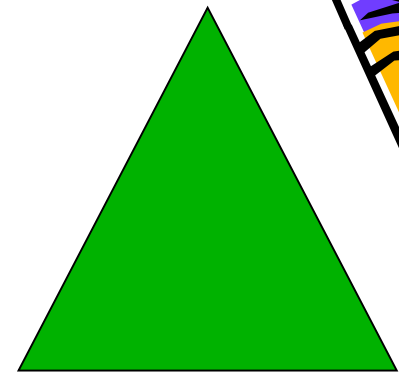
Comparison

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



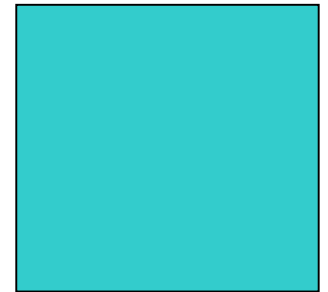
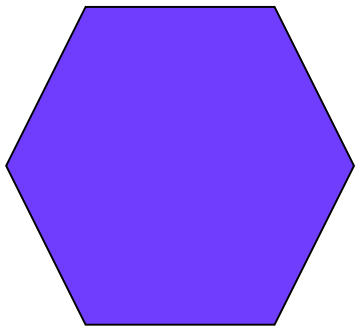


Shape

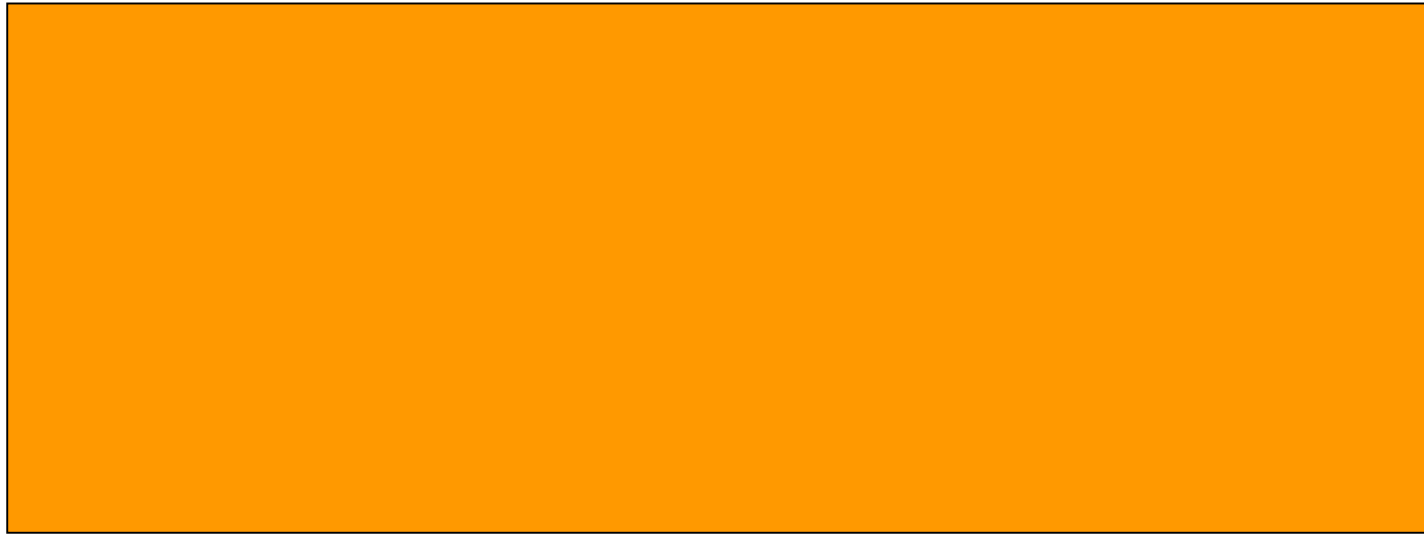


We teach the names of 2D shapes initially.

Then we teach the properties of the shapes such as how many sides a shape has and how many corners it has.



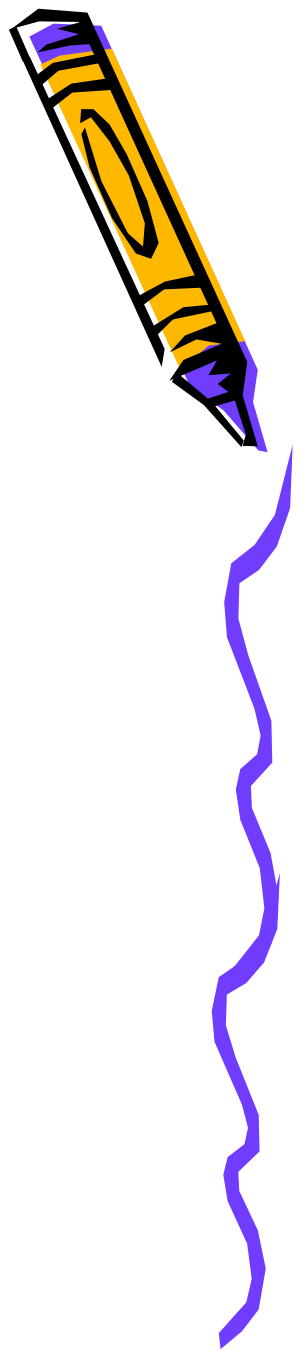
A rectangle has 4 sides
and 4 corners.

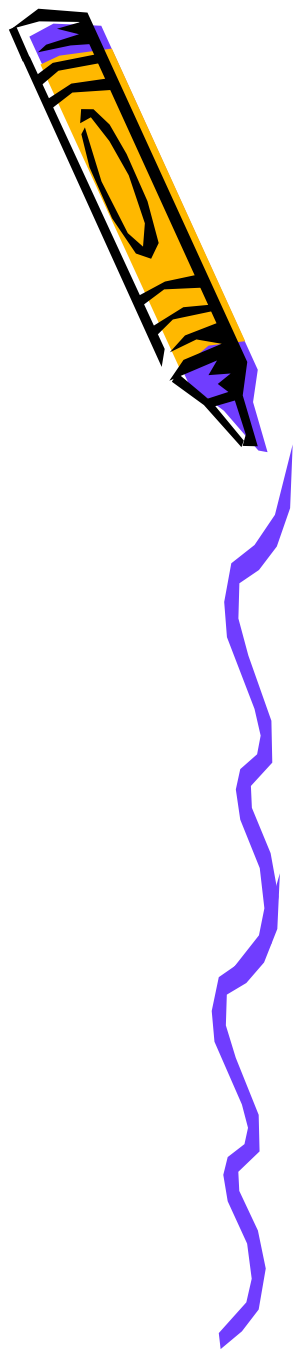


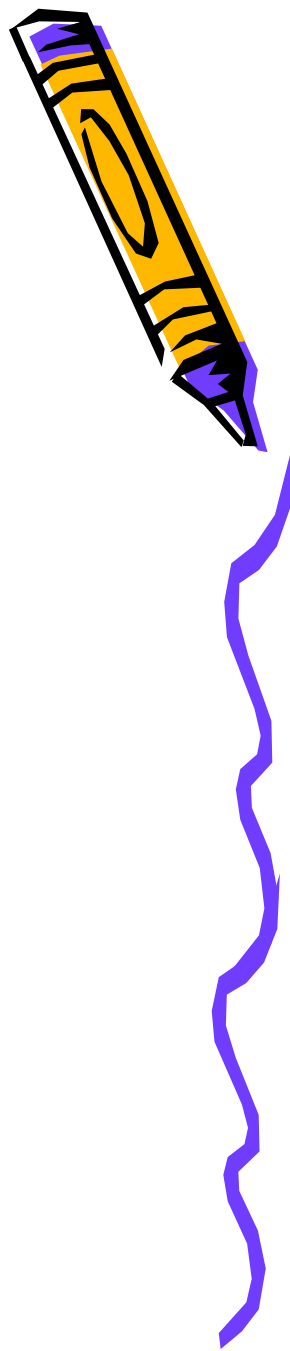


Practical Maths



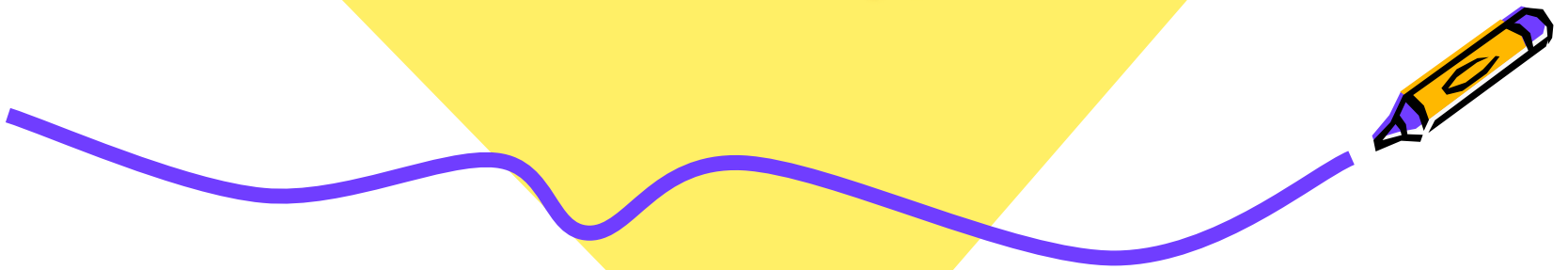








Year R Assessment



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.

We send home WOW moments for you to capture events or steps in your child's development. These could be big or small, social and emotional or academic.

You can never write too many WOW moments!



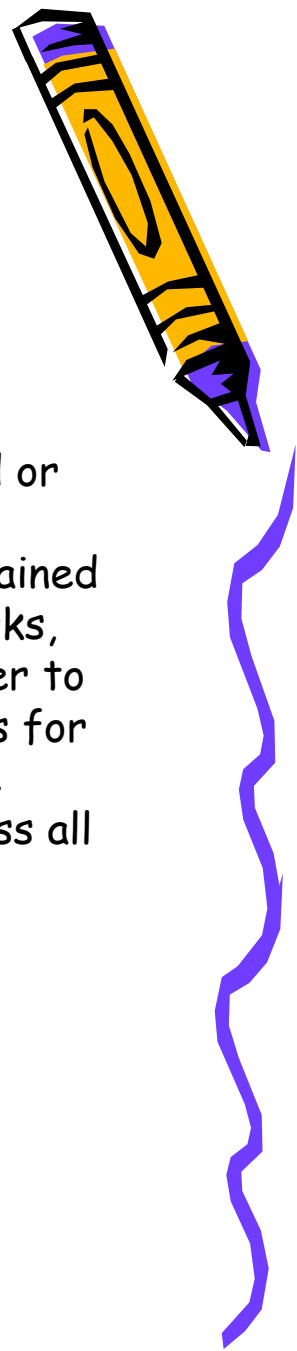
The EYFS Baseline Assessment

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



Any Questions

