EYFS Curriculum Evening

WEDNESDAY 4TH NOVEMBER

MR OWEN, MRS DIBDEN & MRS O'DELL

EYFS Team



Mr Owen-EYFS Leader



Mrs Dibden
-Caterpillar Class Teacher





Mrs O'Dell
-Ladybird Class Teacher





Miss Turner



Mrs Wisniewski



Mrs Nucita



Mrs Hossaini



Mrs Van Eeden



Mrs Nugent



Mr Foster

What we learn about….

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Amazing People	**Let's Celebrate**	**Our World**	**On the Farm**	**Journeys and Transport**	**Once Upon a time….**

What does our day look like?

- Morning jobs
- Register
- Focussed carpet session-Phonics
- Explore Time
- Focussed carpet session- Literacy/Understanding of the World
- Snack Time
- Explore Time
- Focussed carpet session-Maths/PSHE
- Lunch
- Focussed session- Handwriting
- Reading Practice
- Explore Time
- Focussed carpet Session- Communication and Language
- Story
- Home

  - PE-Thursday and Friday
  - Personal, Social, Health Education
  - Religious Education (RE)

Early Years Framework

Children should develop the 3 prime areas first:

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

Early Years Framework

As children grow, the prime areas will help them develop skills in four specific areas:

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

17 areas of learning

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

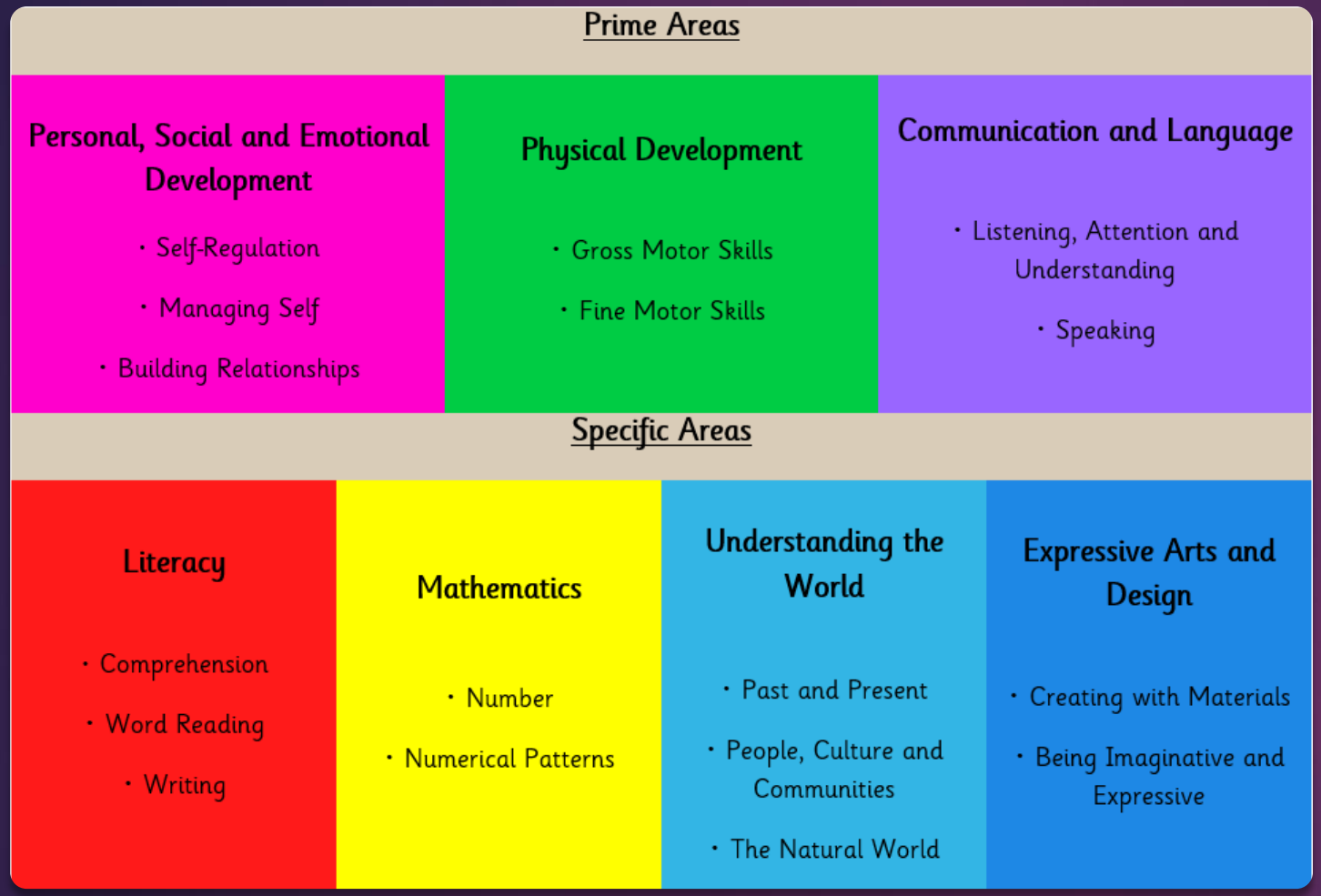
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, 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.



At the end of Reception, we report whether each child is "emerging" or "expected" in each of the 17 areas.

GOOD LEVEL OF DEVELOPMENT (GLD)

A child is defined as reaching a GLD if they achieve the expected level in specific Early Learning Goals across core areas of learning (12 goals areas of learning).

GLD is based on ongoing teacher observations and work, gathered throughout the Reception year, rather than a formal test.

Maths

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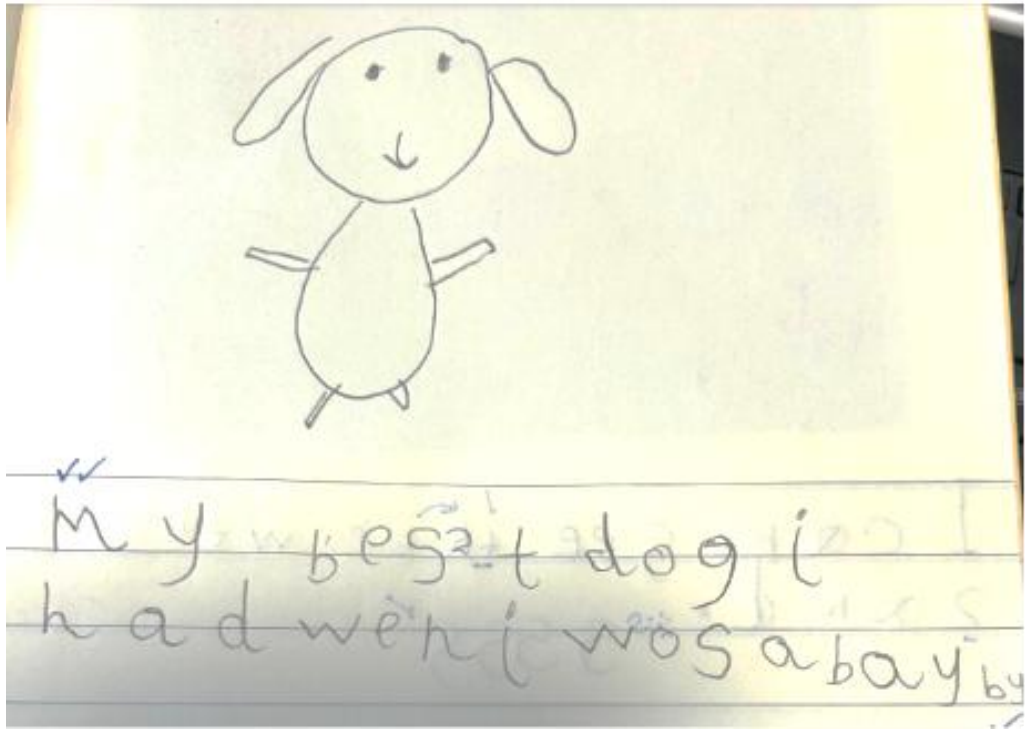
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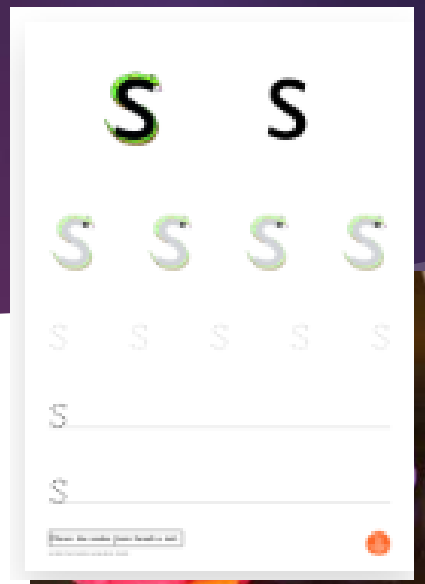


Writing-how can you help

- Fine motor activities
- Gross motor activities
- Handwriting sheets
- Letter formation
- Mark making opportunities…















Reading Early Learning Goal

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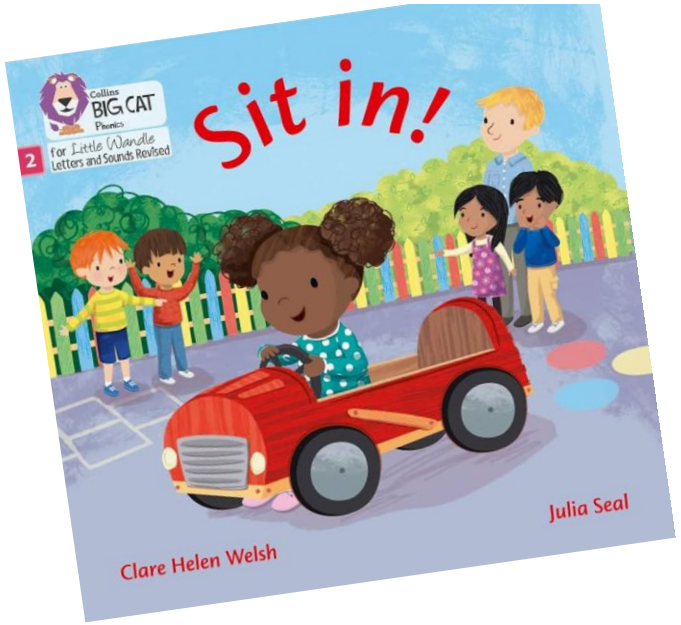
Reading Progression….Phase 2…Autumn Term

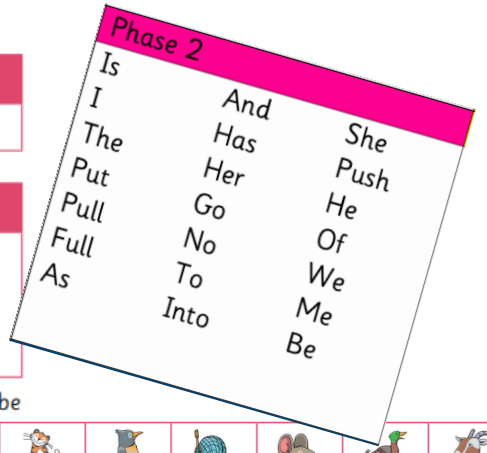
Reception

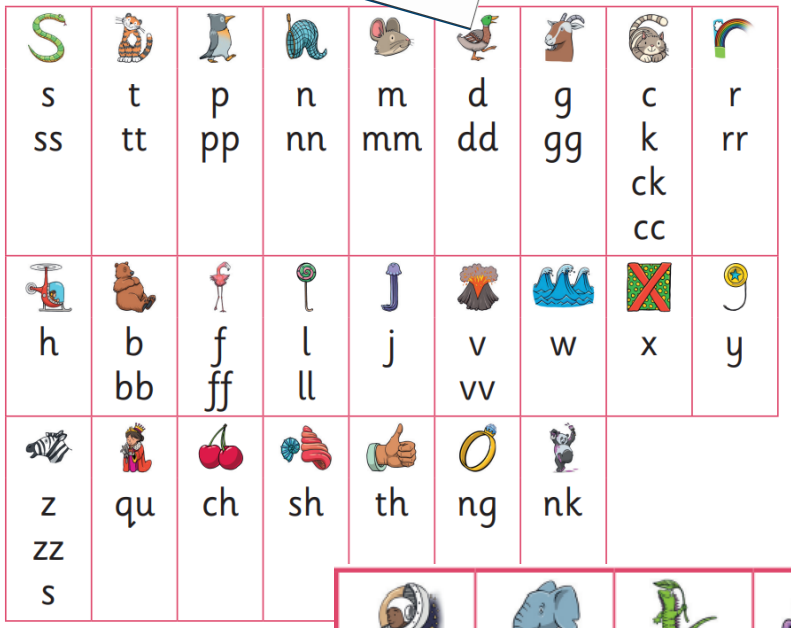
Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k ck e u r h b f l	is I the

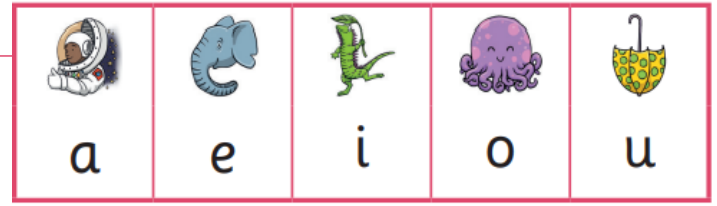
Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.







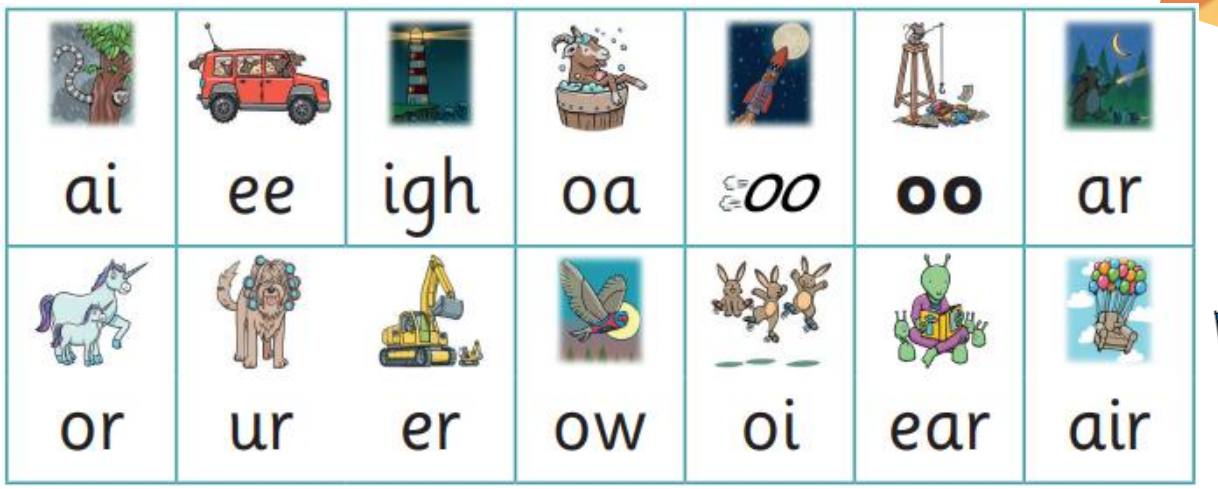


Reading Progression….Phase 3…Spring Term

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo **oo** ar or ur ow oi ear air er • words with double letters • longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end	Review all taught so far



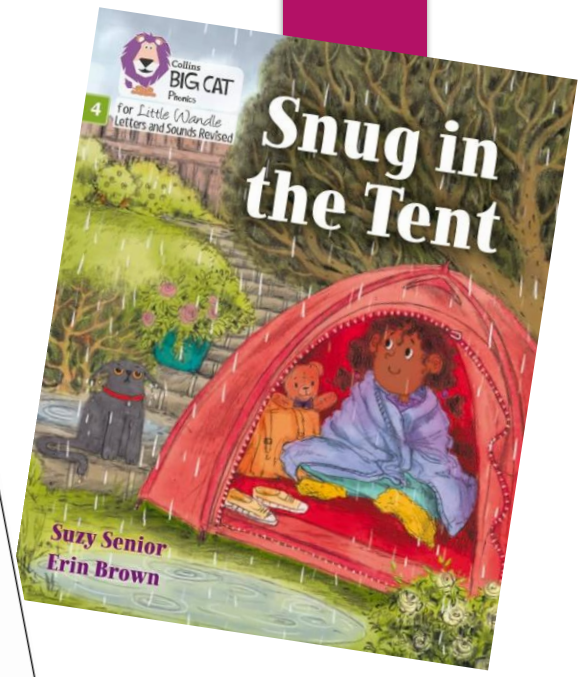


Phase 3		
Was	My	Are
You	By	Sure
They	All	Pure

Reading Progression….Phase 4…Summer Term

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words	Review all taught so far





End of Year:

Went fact bring munch

stamp sprint forest shampoo

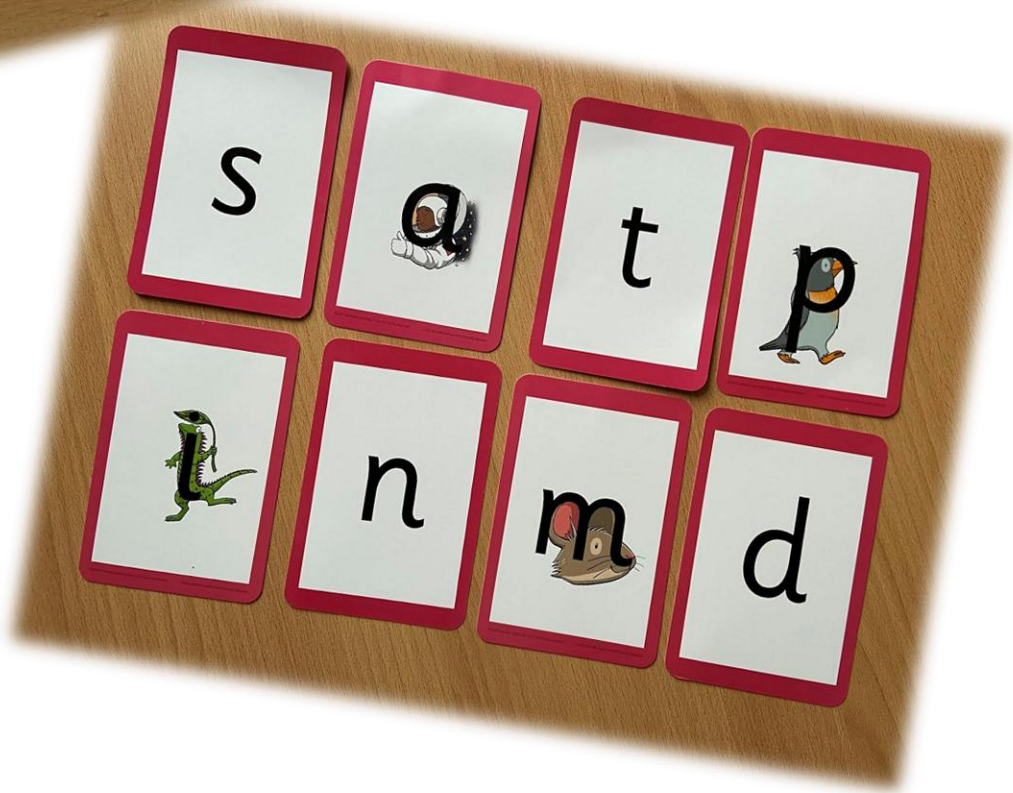
smashed melted strongest blossom

This is what children are expected to read at the end of their EYFS year.



Phonics





- Whole Class teaching
- Follow a specific order of teaching
- 4 new sounds per week (review on a Friday)
- Use Little Wandle resources-consistent across all classes
- Daily assessment of learning and half termly summative assessments
- Repeated practice daily
- Keep-Up support for those who may need a little extra input

Reading Practice





- 3 times per week
- Taught by trained teacher or teaching assistant
- Small groups

- Books matched to children's secure phonic knowledge and word reading so can read them fluently and independently

- Before confident in blending =wordless books

This still develops great language and book skills and allows them to embed oral blending and early reading skills.



Reading at Home

Date, book and page number	Comments Colour in or tick the stars to show how much you enjoyed your reading
27/3/21 Tim's Tap	Read well and enjoyed talking about the story ☆☆☆☆☆
	☆☆☆☆☆
1/4/21 Oliver Moon	We read pages 16-25 today. Some help needed to sound out happily. ☆☆☆☆☆
	☆☆☆☆☆
12/4/21 The Gruffalo	We enjoyed reading the story together at bed time, especially the rhyming words ☆☆☆☆☆
	☆☆☆☆☆

Date, book and page number	Comments Colour in or tick the stars to show how much you enjoyed your reading
16/2/21 Mr. Majeka	____ read a chapter to me tonight. They are enjoying the story. ☆☆☆☆☆
	☆☆☆☆☆
28/2/21 Zip Zap	We read together today. ☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆

We ask for **5 reads a week** to be recorded in children's reading diaries. These could include:

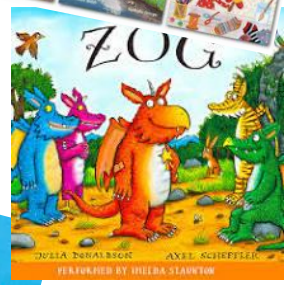
- Bedtime stories (read by the child or adult)
- Reading Practice Phonics book
- Phonic sounds practice
- Books for pleasure at home
- Reading from a computer, tablet or parents phone
- Reading items around us in the world; shops, bus signs etc.



Books to come home









- 2 books

- **Reading Practice Decodable Book (Little Wandle Scheme book)**

Fully decodable (appropriate and matched to your child's phonic ability)

Will have read this during the week in reading practice sessions

Children should be fluent and independent in their reading of this book

This will come home on a WEDNESDAY.
Returned on a MONDAY.

- **Reading for Pleasure Book**

Selected during their class trip to the school library on a FRIDAY

Share with your child and enjoy together

Home phonics sheets

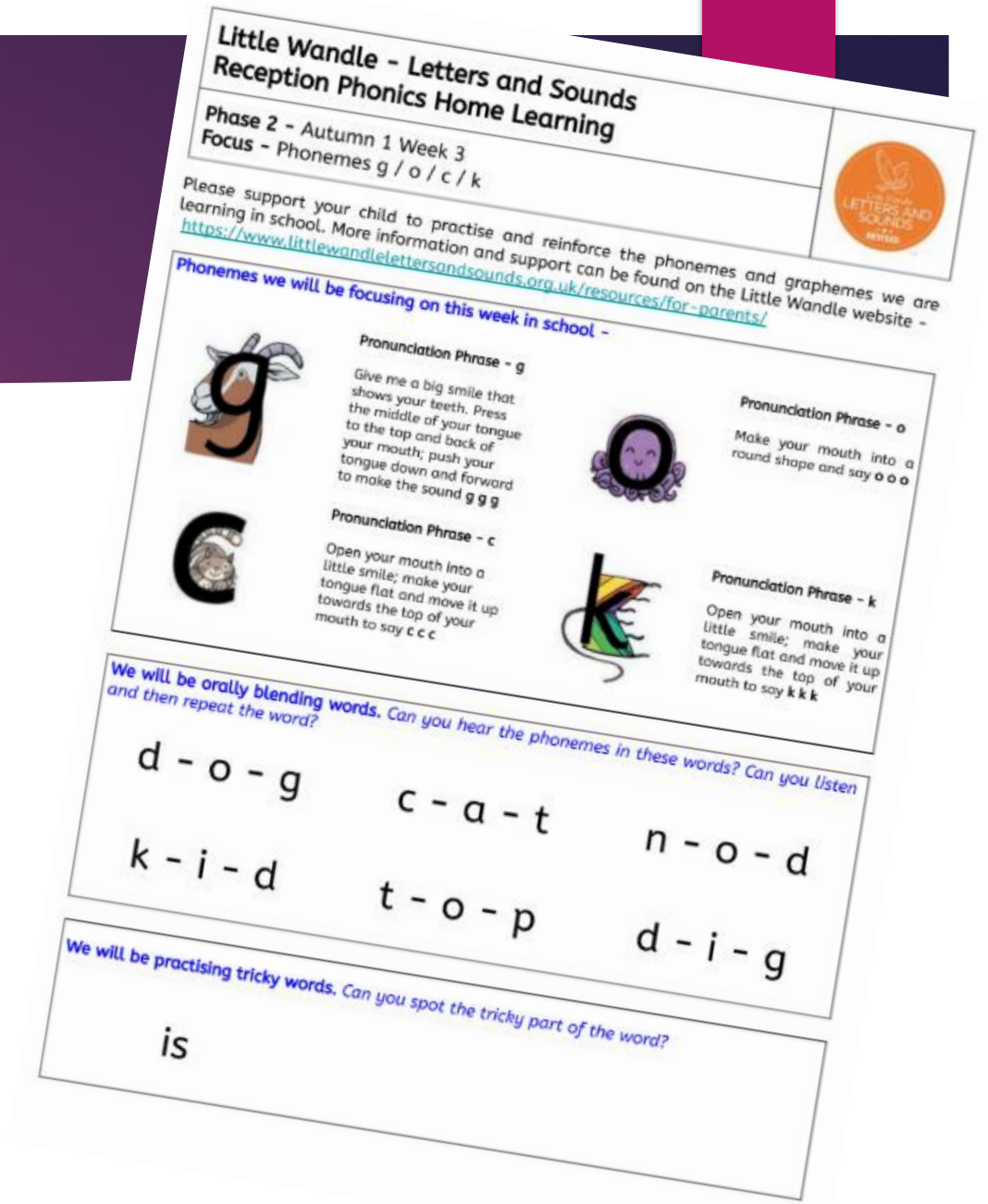
- Your child will receive new sheets on a Friday.
- It will have key phonic information in:

phonics sheet

phoneme pronunciation guide

tricky words

- Review with your child the sounds they've learnt that week, read words, read some sentences to develop fluency and practise those tricky words!



Little Wandle Home Resources



Little Wandle at Home First Phonics Flashcards for Reception: Phases 2 and 3 (Big Cat Phonics for Little Wandle Letters and Sounds Revised) Cards – 12 Sept. 2022

by Wandle Learning Trust and Little Sutton Primary School (Author)

★★★



#1 Best

See all

Cards
£5.94

1 Used

7 New

Note: T
Big Cat

Little Wandle at Home More Phonics Flashcards for Reception: Phases 2 and 3 (Big Cat Phonics for Little Wandle Letters and Sounds Revised) Cards – 12 Sept. 2022

by Wandle Learning Trust and Little Sutton Primary School (Author)

See all formats and editions

Cards
£6.99

1 Used from £7.33
8 New from £6.99

Note: n is eligible for **FREE Click and Collect** without a minimum order subject to availability. Details
Big C for Little Wandle Letters and Sounds Revised has been developed in collaboration with Wandle Learning Trust a
comprises classroom resources to support the SSP programme and a range of phonic books that
cent and highly effective approach to teaching phonics.

- Available on amazon.co.uk

EYFS parents buy the pink pack at the moment



Win it!!! ….practice sounds



EYFS TRIPS AND EVENTS

- NEXT WEEK- PARENT CONSULTATIONS
- FRIDAY 20TH NOVEMBER- FUNDRAISING SCOOTATHON
- THURSDAY 10TH DECEMBER-EYFS NATIVITY (2-3PM)
- FRIDAY 16TH APRIL-CHURCH FARM VISIT- £32.50
- FRIDAY 2ND JULY- FAIRYTALE CASTLE EXPERIENCE - £15/16 TBC

LABEL EVERYTHING

What else you can do to help your child learn.

Label EVERYTHING



coats

hats

skirts

jumpers

cardigans

gloves

shoes



trousers



Thank you!!

- Thank you for attending!
- If you would like anymore information, to discuss anything phonic or reading related or would like support for yourselves or your child, please speak to your child's class teacher or contact one of us.
- Any questions??