

EYFS Curriculum Evening

23rd February 2023



The Early Years' Foundation Stage (EYFS)

Curriculum

The Foundation Stage is based on the recognition that children learn best through play and active learning.



The curriculum is divided into seven areas:

Prime Areas

1. Personal, Social & Emotional Development
2. Communication and Language
3. Physical Development

Specific Areas

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

Assessment

Baseline assessments - to pinpoint your child's development on entry.

- Statutory Reception Baseline Assessment (RBA)
- Observations during play
- Interactions with other children
- Discussions about their interests
- Information from previous settings



During the year – we collect anecdotal evidence of their learning, samples of their work and photographs of what they have been doing. The Maple Class team meet weekly to discuss progress and next steps for the children.

End of the year assessment - 17 Early Learning Goals

Emerging

Expected

Literacy (reading)

Children do not just 'become' readers, however, and reading engagement is not possible if children struggle with the basic mechanics of reading. Fluency and enjoyment are the result of careful teaching and frequent practice. Ensuring children become fluent and engaged readers at the very earliest stages also helps avoid the vicious circle of reading difficulty and demotivation that makes later intervention more challenging.

Reading at home:

- Using the pictures for discussion.
- Little and often approach (10 mins)
- Taking the reading in turns
- Let them see you reading
- Reading diaries – please make notes!



Literacy (reading)

Word Reading

Decoding refers to:

- reading words by saying the sounds corresponding to the letters in the words and then blending the sounds together, either aloud or silently
- reading familiar words accurately and silently 'at a glance', that is, no longer saying the sounds consciously.

What you can do:

- Model sounding out and blending of the words.
- Help to break down longer words, e.g. 'running' breaks into 'run' and 'ing'
- Point out Tricky Words in a book to help with recognition.
- Use decodable reading books and Bug Club resources.

Literacy (reading)

Language Comprehension

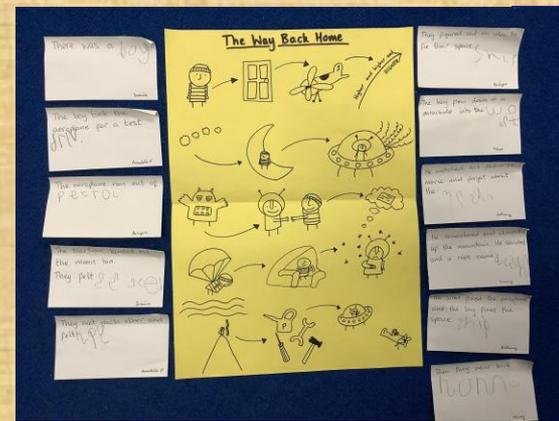
The way in which we make sense of words, sentences and the wider language we hear or read. Language develops through interaction with others. Inevitably, by the time they start school, some children understand more and know more words than others, because of the quantity and quality of the interactions they have already had with adults and others.

What you can do:

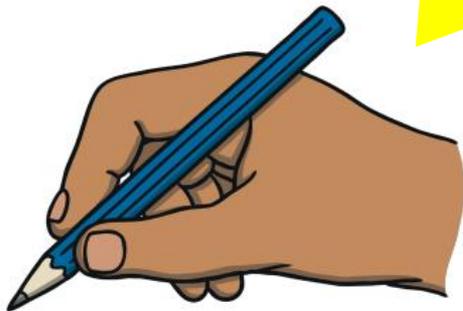
- Link to their own experiences.
- Talk about the story, characters, settings
- Predict what might happen next.
- Use books that the children are interested in.
- Reread books ('the former had more velocity; the latter had more depth.')

Literacy (writing)

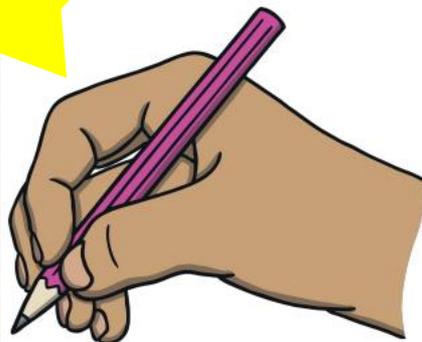
- Not just pencil and paper
- Very closely linked to Physical Development and fine motor skills.
- Writing for a purpose



Dynamic Tripod Grasp



Static Tripod Grasp



Transpalmar Grasp



Static Quadropod Grasp



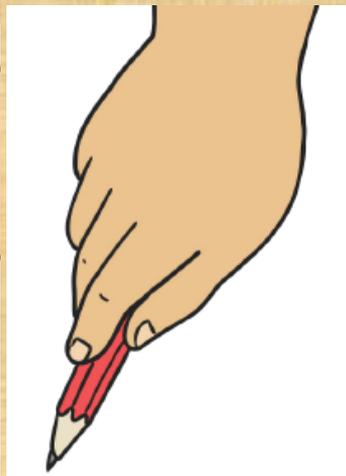
Index Grasp



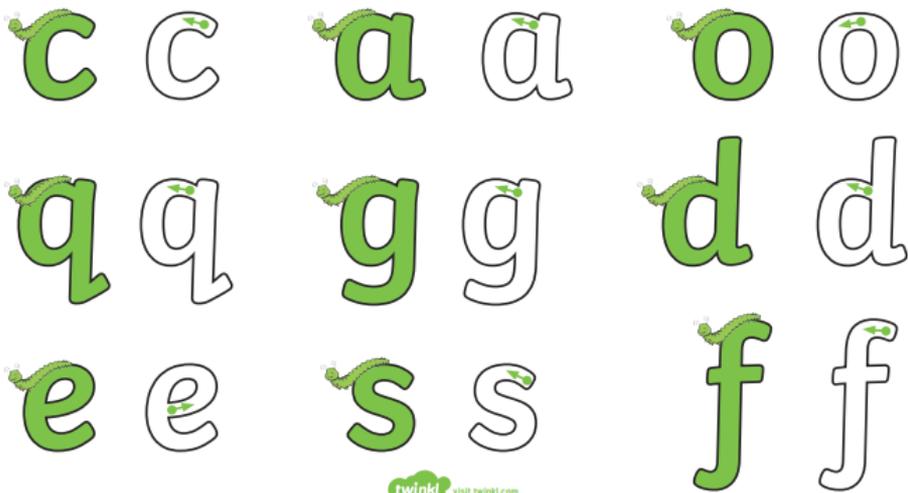
Thumb Wrap Grasp



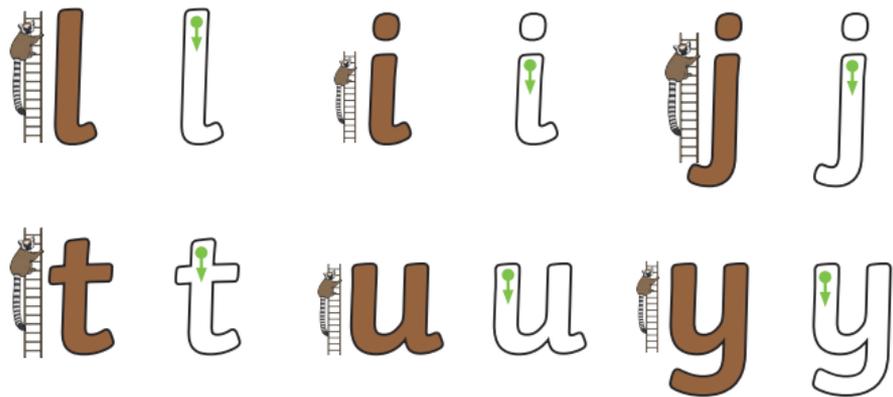
Four Finger Grasp



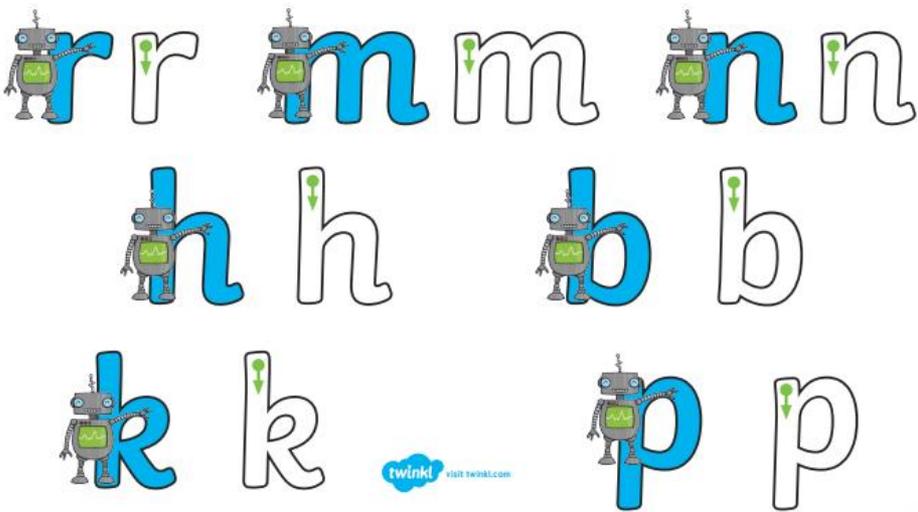
Curly Caterpillar Letters



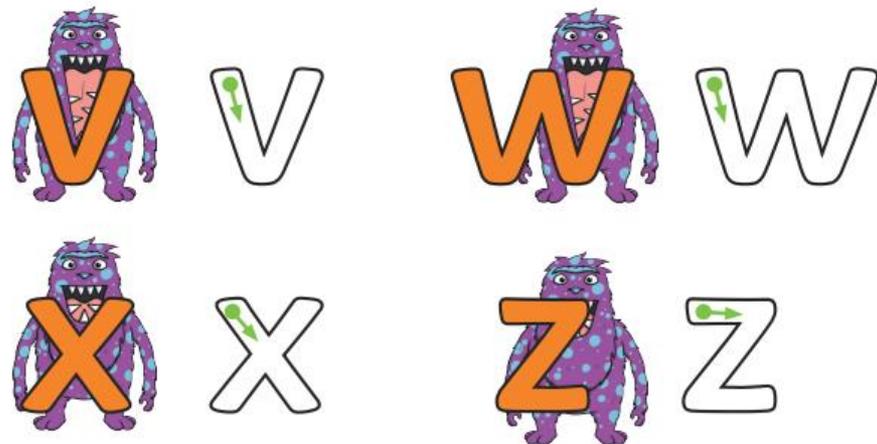
Ladder Letters



One Armed Robot Letters



Zigzag Monster Letters



Maths

Number

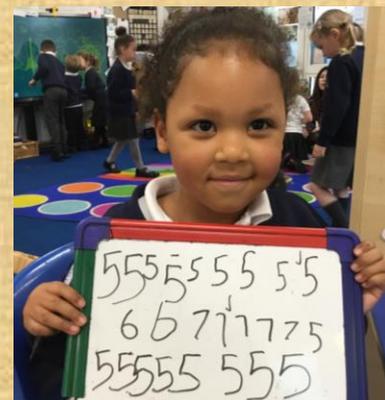
Concentrates on number work and number problems, supporting children in counting, addition and subtraction.

Numerical Patterns

Focuses on recognising and representing patterns as they count, being able to compare numbers and see differences.

Shape and measures

2D and 3D shapes
Height and length
Weight
Capacity



Understanding the World and Expressive Arts and Design



- Making links and sharing their experiences
- Asking questions
- Answering open-ended questions



- Finding out how things work
- Linked to Communication and Language
- Creativity
- Exploration



Personal, Social, Emotional Development (PSED)

- Recognising different emotions in themselves and others
- Managing emotions
- Friendship and teamwork
- Respect
- Taking turns
- Problem solving
- Safety and rules
- Growth Mindset
- Looking after the body (hygiene)
- Linked to Communication and Language



Homework

Each week you need to choose one of these activities to complete and hand in on Wednesday in your homework book. Also are you choose a range of activities (taken from each box) during the term.

English Activities:

- How a great making a poster to tell people all about you. Write your name and draw a picture of yourself! You could also add pictures and words of things you like.
- Can you practice handwriting and writing the alphabet? You could find (or draw) a picture of something that starts with each letter.
- How is it fun recognizing and matching capital letters to lower case letters. For example A, a, B, b, C, c. How many do you know?
- Draw a picture of your favorite nursery rhyme. You could even read some of the rhymes to all parts in your picture.

Personalized homework:

- Personalized homework is all about what you want to show us. Think of our topic and the events that are coming up and create something to bring it and show it about!

2018 Autumn Term 1 Reception Enriching Learning

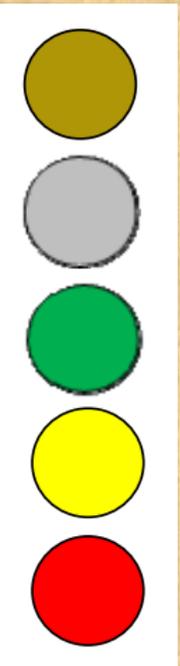
The following table will help you to practice some of the key learning for maths and English that term. You can choose which things you want to do in practice and when and how long you spend on them.

Reading Focus: Clarity and fluency	English Focus: Letters and sounds
Reading: http://www.oxfordjournals.org/doi/10.1093/oxfordhb/9780191013882.ch013	Reading: http://www.oxfordjournals.org/doi/10.1093/oxfordhb/9780191013882.ch013
Spelling: http://www.oxfordjournals.org/doi/10.1093/oxfordhb/9780191013882.ch013	Spelling: http://www.oxfordjournals.org/doi/10.1093/oxfordhb/9780191013882.ch013
Writing: http://www.oxfordjournals.org/doi/10.1093/oxfordhb/9780191013882.ch013	Writing: http://www.oxfordjournals.org/doi/10.1093/oxfordhb/9780191013882.ch013

Topic Focus: The Land of Nursery Rhymes

<http://www.oxfordjournals.org/doi/10.1093/oxfordhb/9780191013882.ch013>

Traffic Lights



Growth Mindset



Independent Learning

Powers

My Independent Learning Power!

- Try your best
- Improve things
- Persevere
- Work together
- Be curious
- Challenge yourself



WOW cheques

WOW! Date

WOW! really impressed me today because

.....

.....

WOW! Signed

Housekeeping

Toys, lip balms and “jazzy” hair accessories – please keep them at home!

Celebration Worship – we will be hosting our first worship on Friday 3rd March (start time 2:30pm).