

Early Years Foundation Stage Information Morning

Thursday 19th September 2024





EYFS Curriculum

In the Early Years Foundation Stage Curriculum there are seven areas. The first three areas highlighted in blue are called the Prime areas. These areas are always in action for a child. In every activity the child is experiencing feelings and developing a sense of self and others, is physically engaged through their senses and movements, and is learning to understand and communicate with others. Therefore these prime areas open up the door for children to access the specific areas.

1. Personal and Social Development

Self Regulation, Managing self, building relationships

2. Communication and language

Listening, attention and Understanding, Speaking,

3. Physical Development

Gross Motor Skills, Fine motor skills

4. Literacy

Comprehension, Word Reading, Writing

5. Maths

Number, Numerical patterns

6. Understanding the World

Past and present, People, culture and communities, Natural World

7. Expressive Art and Design.

Creating with materials, Being imaginative and expressive

How do we teach these different areas of learning?

Our planning of what we are going to teach starts with your child. Through careful observations we can identify what interests your child, how they like to learn and what their next steps of learning will be. The classroom is set up so resources are easily accessible so children can learn independently both inside and outside. Children have long periods of time to explore activities that interest them in our continuous provision. During the day there are short adult led sessions where children are taught skills such as phonics and mathematics. We also share stories as a class and have time to reflect on our learning every day.



Characteristics of effective Learning and teaching

In Pine Class we encourage children to be curious, enthusiastic and energetic towards their learning. We want to make sure children have the ability to adapt to different situations and to have the resilience to bounce back when faced with challenges. We also want the children to be able to regulate and discuss their feelings and to have the vocabulary to communicate effectively. Observations are made on the children to see how they are learning and how they are accessing the resources in the classroom. Our school values tie in with the characteristics of effective learning so there is lots of talk in the classroom about how we can become better learners.

Characteristics of effective learning

Playing and Exploring

ENGAGEMENT

Finding out and exploring

Playing with what they know

Being willing to 'have a go'

Active Learning

MOTIVATION

Being involved and concentrating

Keep trying

Enjoying achieving what they set out to do

Creative and Critical Thinking

THINKING

Having their own ideas

Making links

Working with ideas

Reading

- We share stories everyday in Pine class and we have a book corner in our classroom where children can choose books to look at with their friends. We also have a library where children can choose to take home a book every Friday.
- Phonic sessions have already started. We have phonics every day, each session lasts about 20 minutes. Books are changed on a Monday and your child will keep the book for the week and a new book will be issued on the following Monday . Please keep reading folders in your child's bag so that they have them at school every day.



Writing

- Resources are available at all times and in all areas for children to mark make. We encourage children to share information with us or tell us their own stories. At this early stage we scribe their thoughts for them. As they become more confident with their phonics children soon begin to use their phonic skills in their writing.
- During our phonic sessions children will be learning to form letter shapes. Some children may find this difficult as they may not have the fine motor skills needed to write. Through observing carefully we will plan activities in our continuous provision that will help children to develop the skills needed to write.
- This term we will be encouraging children to recognise and write their names.

Mathematics

Mastering Number

In reception we follow the Mastering Number approach. Number is taught Monday to Thursday. and we focus on shape and measures on a Friday. This term children will focus on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will begin to compare sets of objects and use the language of comparison.

We follow the White Rose Maths Scheme for shape and measures. This term we will be focusing on comparing capacity, size and mass. We will also be exploring patterns and 2D shapes.





Phonics

We teach phonics through the Little Wandle letters and sounds phonic programme. Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7

During our phonic sessions children will learn new sounds and will learn how to write the letters that represent these sounds. Children will learn to segment and blend words and will also be taught tricky words, words that cannot be sounded out such as the, you, we. Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

<https://www.littlewandlelettersandsounds.org.uk>

The Little Wandle website has a great section for parents which explains how phonics is taught through this scheme, support for parents and information on the types of books coming home.

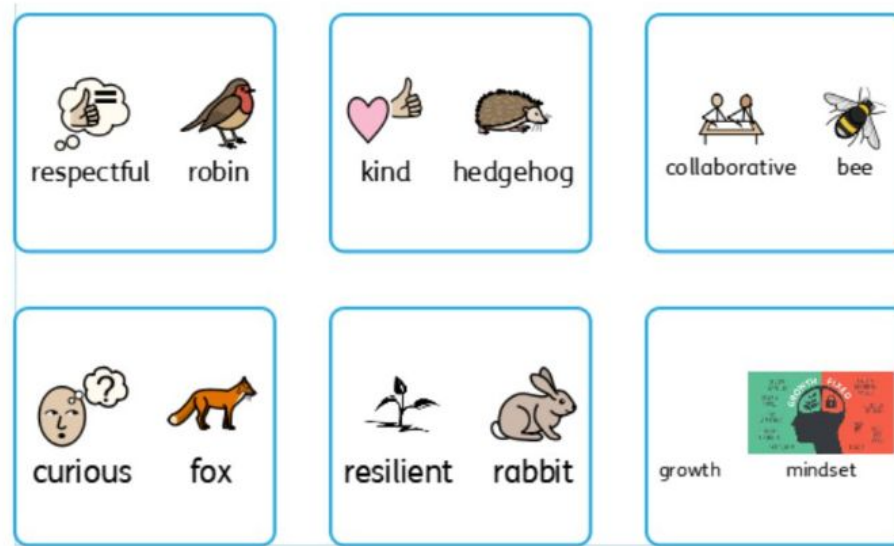
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|-------------|---------------------------------------|--|---------------------------------------|-------------------------------|--|
| | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| 8.30 - 8.45 | Arrival and settling in CP Indoors | Arrival and settling in CP Indoors | Arrival and settling in CP Indoors | Arrival and settling in in | Arrival and settling in 9am phonics |
| 9-9.20 | Assembly whole school | 9am Phonics | | 9am phonics | |
| 9.20 | Rhyme time Phonics | CP Indoors/outdoors | Phonics CP indoors/outdoors | CP | Forest school |
| 9.40 | CP Indoors/Outdoors | | | Fruit Snack | |
| 10.00 | Fruit/Snack Story | Fruit Snack Break CP outside | Fruit Snack | 10.10 swimming | |
| 10.30 | Break | | CP Outside | Swimming | |
| 11.40 | CP outside Maths | | Maths | Swimming | |
| | | Maths | | | |
| 12pm | Lunch | Lunch | Lunch | LUNCH | LUNCH |

| | | | | | |
|-------------------|----------------|-------------------------|-------------------------|----------------------------------|-------------------|
| 1pm | Guided Reading | Guided Reading | Guided Reading | Extended lunch 1.30-1.50music | Story |
| | PE | Adult led session CP | Adult led session CP | Story CP | Adult led session |
| 3pm 3.15 pm | Story Home | Story Home | Story and rhyme Home | Music with whole school | Story Home |

Rewards

- We have a golden star reward system where children all have their names on the star chart. If they are noticed by a member of staff following the school values they will be awarded a gold star. This will be put on their chart. Once a child gets 10 stars they can choose a prize from the golden box.

School values



Special star of the Week

Each Week a child is chosen to be the special star of the week. They will choose a badge to wear and will be given special responsibilities to undertake such as helping to organise the snack time, be at the front of the line when lining up and general help around the classroom. All children will get a turn at being the special star of the week each term.



How to help your child at home

- Encourage your child to put their own coat on and do up their zip.
Encourage them to be as independent as possible when going to the toilet.
- Support them with their reading and sound knowledge every day.
- Encourage lots of talk at home, involve your child in lots of conversation.
- Read stories and sing rhymes to your child as much as possible.
- Count steps, cars etc when out and about, point out numbers in the environment.
- Arrange playdates with friends so children have experience of sharing ideas and taking turns with toys and games.
- Encourage mark making at home. This doesn't have to be writing. It could be painting, making marks in sand, soil shaving foam etc.
- The children walk to forest school and down the steps for swimming and to the church when needed. The more walking you do as a family the more stamina they will have when walking at school.

Important things to remember

- Children must bring a coat to school **every** day. We encourage children to put on their own coats so please check their coats can easily be zipped up.
- All children must swim on a Thursday unless they have a medical note from the doctor. They will need a separate bag for swimming things.
- Please can all girls come to school on a Thursday and Friday in leggings or jogging bottoms. This makes it so much easier for forest school and swimming.
- Please ensure your child's belongings are labelled.
- School shoes must be worn to school. We encourage your child to be independent with putting on and taking off their own shoes so laces are not suitable for school shoes or PE trainers.
- Reading folders must come to school every day. The green school bag is a good choice as it enables your child to be more independent when sorting their belongings. If your child has a rucksack please ensure it can be opened and closed with ease and it is big enough for their reading folder.

Autumn Term



Reception- Autumn
2024/25



Reading

Whole class shared reading of high quality picture books.

Individual story telling following pictures in wordless books moving on to reading books with simple text.

Whole class phonic sessions using our phonic scheme ,Little Wandle.

To begin to think about characters, settings and plots and to consider what's happening and why.

To predict what might happen next?

RE

Who am I and where do I belong?
Why do we have celebrations?

The above questions will be considered throughout the term through adult led and child led activities.

Mathematics

Comparison of size, mass and capacity.

Exploration of patterns

Development of subitising skills

Exploration of shapes with four sides

Circles and triangles

Exploration of the composition of numbers within 5.

Writing

Focus on working towards the tripod grip through fine motor skill activities.

Focus on writing our names

Experience of using a variety of resources such as clip boards, sticky notes, range of chalks, pens, crayons etc.

Potion list writing in the mud kitchen, shopping list writing

Learning direction such as up, down round and back

Regular guided letter formation

Understanding the World

Consider the changing seasons. Focussing on Autumn and Winter. Children make observations about their environment in particular how our tree in the school garden has changed.

Growing and changing over time, How have we changed since we were babies?

Through sharing our Summer journals children will gain a sense of place and will develop positive attitudes about differences in people and their families. Where did you go on holiday? Who is in your family?

Making apple crumble with the apples from our tree and making bread for harvest children discover changes that happen during mixing, rubbing, kneading and baking.



Reception - Autumn

Personal and social development

Exploration of our core values, respect, kindness, curiosity, collaboration, resilience and growth mindset.

Weekly Jigsaw sessions with a focus on how we are feeling, gentle hands, rights and responsibilities.

Familiarisation with our zones of regulation.

Familiarisation with school rules and why we need rules at school.

Becoming familiar with the school routine.

How do we keep healthy?

Making vegetable soup.

Celebrating our differences

Physical Development

Development of fine motor skills through craft activities, finger rhymes, cutting activities, cooking and baking activities and getting dressed and undressed.

This term we will focus on being able to..

Use scissors to cut

Fold paper in half

Develop the tripod grip when drawing and writing

Increasing independence with putting on coats and doing up zips.

Drawing circles and triangles

Development of Gross Motor Skills through class games and PE, dance and forest school sessions.

PE

Exploration of foot work and one leg balances

Jumping and landing.

Seated balance.

Weekly Swimming,

Weekly Forest School



Communication and Language

Sharing our summer journals, listening to others, asking questions to find out information.

Taking turns in conversations.

Role play indoors and outdoors

Turn taking games in pairs and in groups

Talk for writing sessions with a focus on The Three Billy Goats Gruff.

Expressive Art and Design

Development of visual literacy through observing, photographing and drawing shapes in the environment.

Observational drawings of shells and pebbles.

How do we use a paintbrush?

What colours can we see?