

What does your subject look like in EYFS?



Thursday 4th May 2023



The Early Years Foundation Stage



Personal, Social &
Emotional
Development

Communication &
Language

Physical
Development

Literacy

Understanding
the World

Expressive Arts
& Design

Maths

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.

Enabling Environments (Our classroom)

The emotional environment - an environment that is warm, welcoming and nurturing and facilitates a sense of belonging for every child.

The outdoor and the indoor environments - These are designed and resourced to reflect children's interests, support pathways to progress, encourage exploration, promote language, support vocabulary, offer challenge and encourage independent thinking and action.

Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.

What is play in the EYFS and why is it important?

- The Early Year's Framework does not prescribe a particular teaching approach.
- **Play** is essential for children's development and building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own **play**, and by taking part in **play** which is guided by adults in the areas of provision.
- We call our play 'COOL Time' and the children know that they can access all areas of the provision, both indoors and outdoors.
- Each week, we enhance different provision areas to stimulate the children's interests, respond to needs and guide development through play and learning.
- The children also access Rainbow challenges during provision time. These challenges are typically play-based learning activities.

Teaching and Learning in EYFS - What does OFSTED say?



- *Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes: their interactions with children during planned and child-initiated play and activities, **communicating and modelling language**, showing, **explaining**, demonstrating, exploring ideas, **encouraging**, **questioning**, recalling, **providing a narrative** for what they are doing, facilitating and setting challenges. It takes account of the equipment that adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations.*

What does teaching look like in the EYFS?

Oxton St Saviour's CofE Primary School – Miss Morton EYFS

Weekly Overview

Topic:


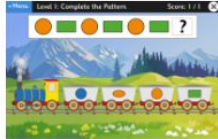


Key Text:

	Monday 24th	Tuesday 25th	Wednesday 26th	Thursday 27th	Friday 28th
8:50	Maths	Continuous Provision Child-led learning covering all 7 areas. Children complete rainbow challenges independently.	Continuous Provision Child-led learning covering all 7 areas. Children complete rainbow challenges independently.	Continuous Provision Child-led learning covering all 7 areas. Children complete rainbow challenges independently.	Continuous Provision Child-led learning covering all 7 areas. Children complete rainbow challenges independently.
9:15	Whole School Assembly	Topic	Topic	Topic	Tapestry Time
9:20	Morning Routine - register, good morning song, daily counting, visual timetable, how do we feel?				
9:30	Read, Write Inc.			Read, Write Inc. Coaching: Green words	Read, Write Inc. Coaching: Green words Teaching Belinda's group
10:35	Break				
10:50	Snack & story				
11:00	Literacy: Drawing Club Get Up and Stand Up Vocabulary! Miss Morton: Drawing Club Groups Miss Burns: Provision	Maths Miss Morton: Circle Group Miss Burns: Triangle Group	Literacy: Drawing Club Get Up and Stand Up Vocabulary! Miss Morton: Drawing Club Groups Miss Burns: Provision	Flavour School / Forest School - Miss Milburn	Maths Miss Morton: Triangle Group Miss Burns: Circle Group
11:10	Continuous Provision Child-led learning covering all 7 areas. Children complete rainbow challenges independently.	Continuous Provision Child-led learning covering all 7 areas. Children complete rainbow challenges independently.	Continuous Provision Child-led learning covering all 7 areas. Children complete rainbow challenges independently.		Continuous Provision Child-led learning covering all 7 areas. Children complete rainbow challenges independently.
12:00	Lunch				
1:00	Register & mindfulness				
1:00	Continuous Provision Child-led learning covering all 7 areas. Children complete rainbow challenges independently.	Continuous Provision Child-led learning covering all 7 areas. Children complete rainbow challenges independently.	Continuous Provision Child-led learning covering all 7 areas. Children complete rainbow challenges independently.	Hymn Practise (RWI Practice)	Music & Computing
				Maths	
2:15	Break				
2:30	My Happy Mind	Poetry Basket & Tapestry Time	Maths	Picture News	Praise & Prayer Assembly
3:10	Home Time				
Notes		Meeting Jacks mum with Miss Shaw			

Children in Reception access snack throughout the day.

* Fine Motor Activities, Squiggle While You Wiggle, Balance Beams, Scooters and Bikes, Dance, Music, Pen Disco

What does teaching look like in the EYFS?

Summer 1 Week 2 Independent Challenges - Zoo Animals		
1	 <p>My favourite zoo animal is...</p>	<i>Author Challenge</i> - I can write about my favourite animal.
2		<i>Mathematician Challenge</i> - I can follow a repeated pattern.
3		<i>Artist Challenge</i> - I can make an animal mask.
4		<i>Engineer Challenge</i> - I can make a zoo/animal enclosure.

How do the Areas of Learning link with the National curriculum subject areas?

Personal, Social, Health Education (PSHE) - known as **Personal, Social & Emotional Development** in the EYFS.

This is a **Prime Area** of learning.

We teach this through:

- Tapestry Time
- Flavour School
- Forest School
- Story time
- My Happy Mind
- Picture News
- Collective Worship
- Christian Values
- Children are supported during provision to negotiate with one another. We use strategies such as sand timers to support children with turn taking. Adults model the language you might use when you would like to play with someone.
- Rainbow challenges, building resilience and confidence to have a go.
- Snack time
- Home corner and other role-play opportunities
- Caring for pets, plants and animals.
- Skilled adults interacting with children in their play, supporting them with their resilience, confidence, turn taking etc.



English - known as **Communication and Language** and **Literacy** in the EYFS.

Communication and Language is a **Prime Area** of learning and Literacy is a **Specific Area** of learning.

We teach this through:

- Tapestry time
- Poetry Basket
- Read, Write Inc.
- Mark making materials
- Creative Area
- Writing Area
- Rainbow challenges
- Drawing Club (Get up and stand up vocab)
- Story time
- We assess children's speech, language and communication using Wellcc for language intervention.
- Book corner
- Nursery rhymes and songs
- Trips/visitors/experiences
- Snack time
- Role play
- Forest School
- Flavour School
- Skilled adults interacting with children in their play, reframing and extending their talk.



Science - comes under **Understanding the World** in the EYFS.

This is a **Specific Area** of learning.

We teach this through:

- Tapestry Time
- Forest School
- Flavour School
- Gardening
- Pets
- Butterflies, tadpoles
- Experiments - ice, plants
- Outdoor opportunities - bug hotel, magnifying glasses, digging.
- Observational drawing
- Stories
- Block area
- Trips - aquarium
- Exploring the seasons
- Investigation station
- Skilled adults interacting with children in their play, encouraging investigation



History - comes under **Understanding the World** in the EYFS.

This is a **Specific Area** of learning.

We teach this through:

- Tapestry time
- Link to RE lessons
- Drawing club lessons, 'Avocado Baby'.
- Sharing stories such as 'Peepo', 'Little People, Big Dreams' books which allow discussions for how things would have been different in the past.
- Comparing new and old.
- Learning about our families and growth.
- Experiments - watching plants grow, butterflies change.
- Key events such as Remembrance day, Bonfire Night.

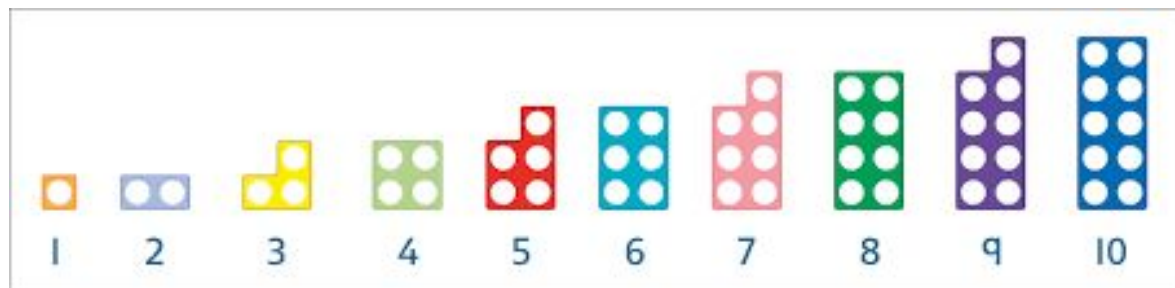


Maths - known as **Mathematics** in the EYFS.

This is a **Specific Area** of learning.

We teach this through:

- Tapestry time
- White rose
- Numberblocks
- Daily calendar
- Number songs
- Loose parts
- Block area
- Games
- Exploring measuring scales, timers etc.
- Water tray
- Flavour School
- Forest School
- Daily counting
- Role play opportunities



Geography - comes under **Understanding the World** in the EYFS.

This is a **Specific Area** of learning.

We teach this through:

- Tapestry time
- Flavour School
- Forest School
- Exploring google earth, transport
- Trips
- Links to RE
- Stories - 'The Naughty Bus, The Snail and the Whale'
- Maps
- Exploring the world around us.
- Pen pals



P.E. - known as **Physical Development** in the EYFS.

This is a **Prime Area** of learning.

We teach this through:

- PE lessons taught by Mr Lewis
- Bikes and scooters
- Climbing equipment outside
- Bats, balls, stilts, balancing frames etc.
- Obstacle courses
- Lunchtime, using cutlery
- Forest School
- Read, Write Inc.
- Funky fingers activities (Rainbow challenges)
- Fine motor intervention group
- Creative Area (painting, drawing, scissors)
- Playdough



R.E. - comes under **Understanding the World** in the EYFS.

This is a **Specific Area** of learning.

We teach this through:

- Tapestry Time
- RE lessons
- Collective Worship
- Picture News
- Singing hymns
- Visits to local church
- Teddy bear baptism
- Stories
- Key annual events such as Christmas, Easter, Shrove Tuesday.
- Nativity performance



Art - comes under **Expressive Arts and Design** in the EYFS.

This is a **Specific Area** of learning.

We teach this through:

- Creative Area
- Access Art
- Loose parts and fabric to create environmental art and to support role play
- Celebration cards, e.g. Christmas, Easter
- Forest School



Music - comes under **Expressive Arts and Design** in the EYFS.

This is a **Specific Area** of learning.

We teach this through:

- Charanga
- Daily songs, rhymes, poems, stories
- Poetry Basket
- Nativity performance
- Musical instruments outside
- Making instruments with junk modelling
- Exploring rhythm with pots and pans outside etc.



Design & Technology (DT) - comes under **Expressive Arts and Design** in the EYFS.

This is a **Specific Area** of learning.

We teach this through:

- Creative area
- Junk modelling
- Celebration cards, e.g. Christmas, Easter
- Block area
- Large scale loose parts/construction materials outside
- Construction area
- Access Art
- Adult support children during free play - discussing what they have made, what techniques they have used, modelling how to change or improve what they have made.



Modern Foreign Languages (MFL) and Computing

MFL - this does not feature specifically in the EYFS curriculum, however foundational elements are weaved into our daily practice through:

- Stories
- Celebrations including Chinese New Year
- Tapestry Time
- Pen Pals



Computing - there is no specific Early Learning Goal for computing as it is considered to be such an integral part of daily life that the use of technology is relevant to all areas of the curriculum.



Evidence

- Literacy/Maths books
- RWI books
- Tapestry quick tour
- Ofsted *'When forming a judgement about whether an individual is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELG's. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.'*

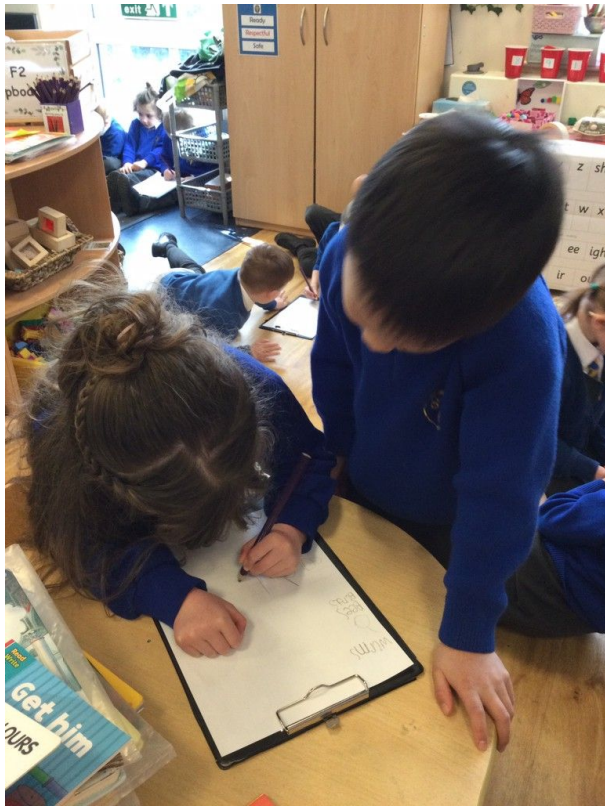


TAPESTRY
ONLINE LEARNING JOURNAL 5

Tapestry Time - Which different subjects are being taught?



We went on a minibeast hunt!



We drew our families!

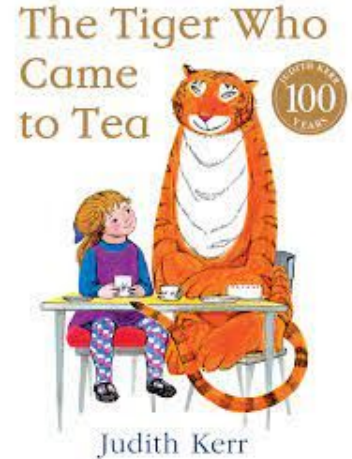
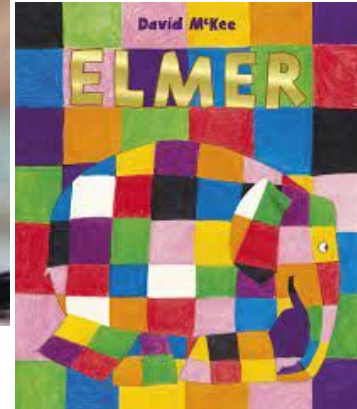
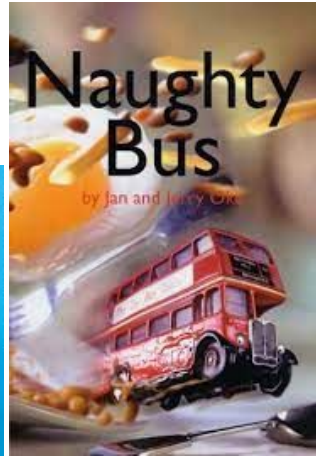
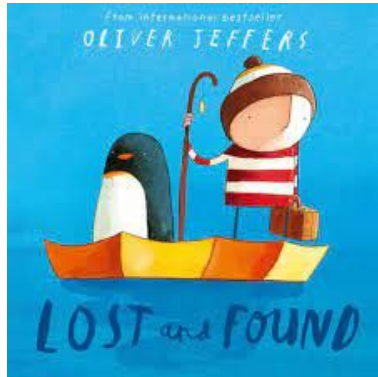
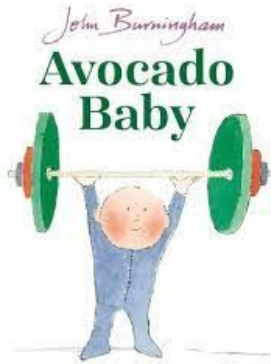


We printed 3D shapes!



Storybooks

What learning opportunity links can be made to the 7 Areas of LEarning and NC subjects?



Take some time to explore the Early Years' classrooms...



What does your subject look like in the Early Years?

Do you have any questions?

What Learning opportunity links can be made to the 7 Areas of Learning and NC subjects?