

Learning in the Early Years: EYFS Curriculum



AIMS

- Update
- Bee rules & Positive Behaviour Policy
- EYFS Curriculum
- Expectations - Numeracy, writing & reading
- How you can help at home

Welcome!

- All children are really settled and happy!
- Busy with 'challenges' and are already taking their 'next steps' in learning
- Meal time – please encourage your child to eat independently using a **knife and fork** (not a spoon or their fingers!)
- Continue to encourage them to manage themselves and belongings independently (how to take coats and jumpers/cardigans off **without sleeves going inside out!**)
- PLEASE NAME ALL ITEMS!
- Illness and hygiene – Tissues and wiping noses!

Our School Bee Rules



- Be kind
- Be responsible
- Be respectful
- Be a good listener
- Be hard working

Positive Relationships Policy

- Based on positive reinforcement of appropriate behaviour
- Emotion Coaching Techniques
- VIB chosen each day
- Following Bee Rules is celebrated with certificates awarded in assembly on a Friday
- Recognition Rainbow – names added when children show focused behaviour
- Stickers used as an immediate reward
- Star of the week chosen and given certificate at Friday assembly.
- Bespoke, individual behaviour charts may be introduced if needed. Teacher would discuss with parent prior.

What is the EYFS Curriculum?

7 areas of learning

Prime areas

- Personal, social and emotional development
- Communication and language
- Physical Development

Specific areas

- Literacy – Reading and Writing
- Mathematics – Number and Shape Space and Measure
- Understanding the World
- Expressive Arts and Design

How is this all achieved?

In the words of Einstein...

“Play is the highest form of research.”

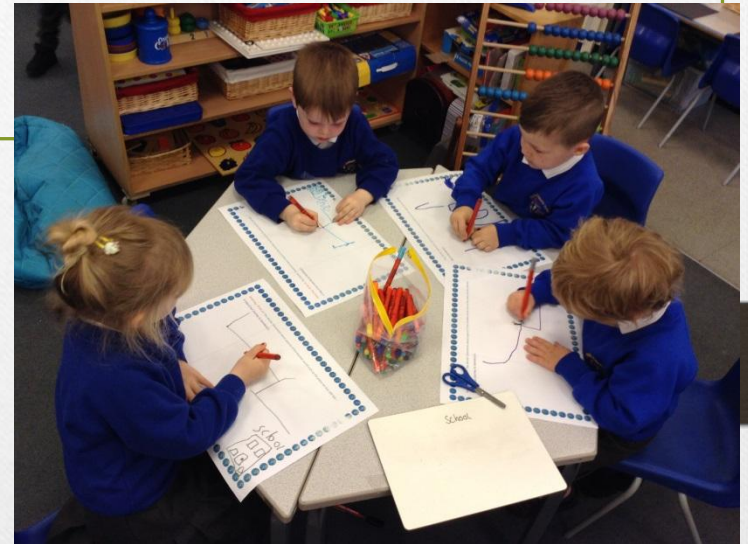
Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. These ways of learning are referred to as the Characteristics of Effective Learning.

Children's 'play' is carefully planned and skillfully enhanced and extended by the teaching team.



Focus teaching times

- Group teaching times
- Writing
- Phonics
- Numeracy
- Stories
- Songs



By the end of nursery

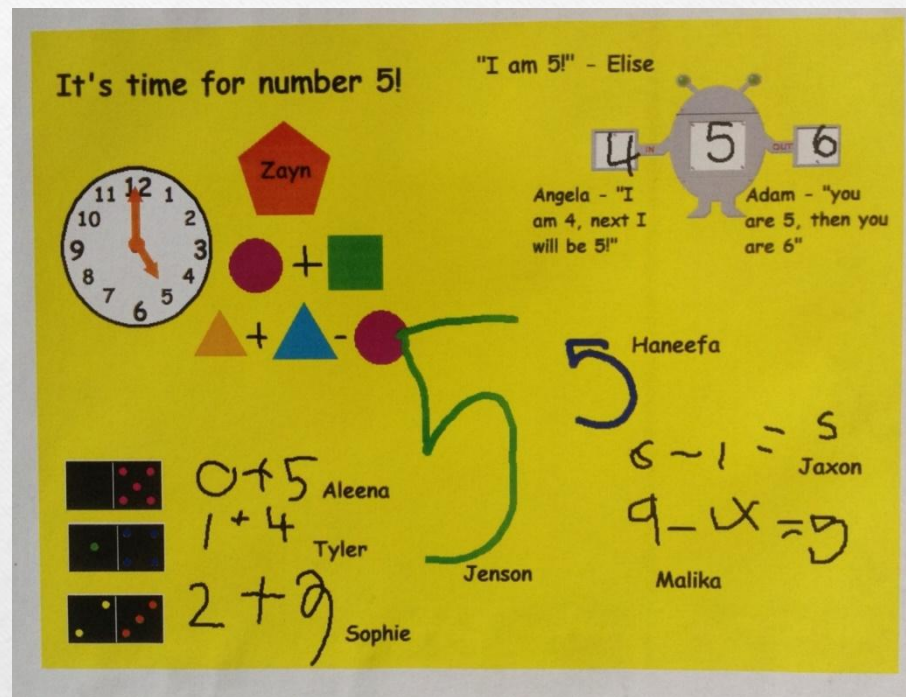
- ☐ Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- ☐ Recite numbers past 5.
- ☐ Say one number for each item in order: 1,2,3,4,5.
- ☐ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- ☐ Show 'finger numbers' up to 5.
- ☐ Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- ☐ Experiment with their own symbols and marks as well as numerals.
- ☐ Solve real world mathematical problems with numbers up to 5.
- ☐ Compare quantities using language: 'more than', 'fewer than'.
- ☐ Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- ☐ Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- ☐ Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.
- ☐ Make comparisons between objects relating to size, length, weight and capacity
- ☐ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- ☐ Combine shapes to make new ones - an arch, a bigger triangle etc.
- ☐ Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- ☐ Extend and create ABAB patterns. For example - stick, leaf, stick, leaf. Notice and correct an error in repeating pattern
- ☐ Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

END OF EYFS (END OF RECEPTION) EXPECTATIONS - NUMERACY

Children at the expected level will:

Number: Have a deep understanding of number to 10, including the composition of each number □ Subitise up to 5 □ Automatically recall 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.



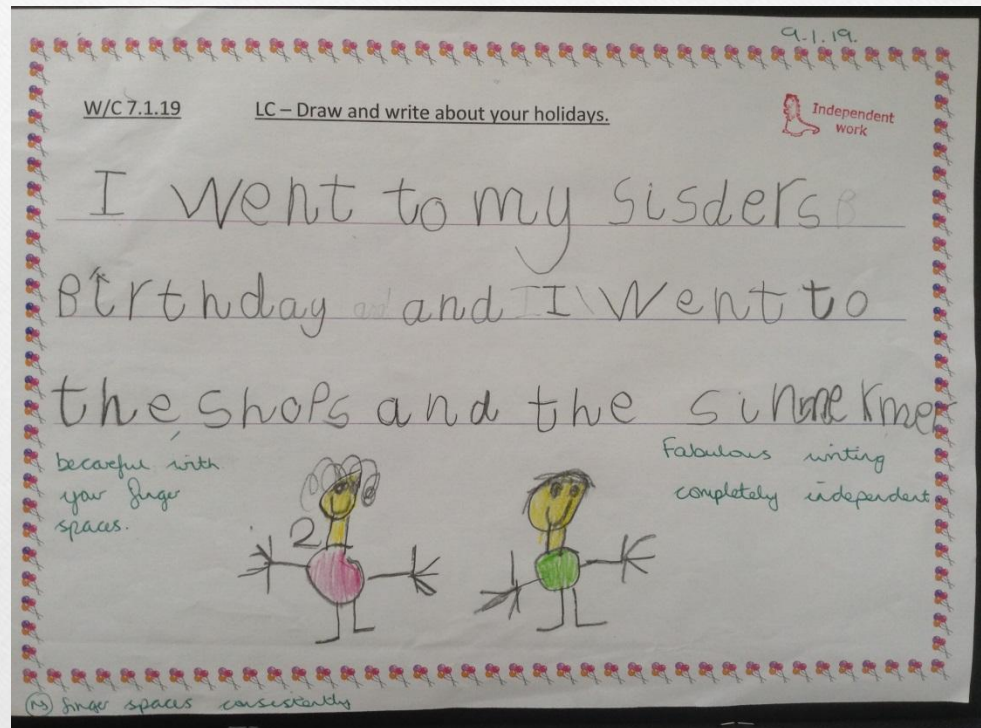
Writing - Nursery

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Learning To Write

By the end of reception children at the expected level will:

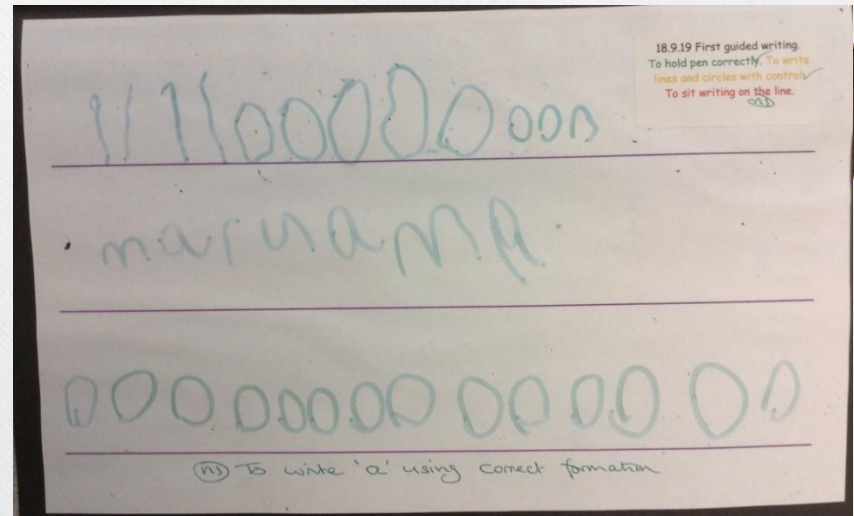
- Write recognisable letters, most of which are **correctly formed**
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.



Helping your child to write

- Ensure they are sitting comfortably.
- Hold your pencil correctly between thumb and first finger (birdie beak!)
- Rest writing hand on the paper and use the other hand to hold the paper still.
- Practise lines and circles (anticlockwise) first.
- Practise name. **Only first letter should be a capital.**
- Each lower case letter usually starts at the top (see letter formation guide).
- Each letter should be formed separately, joining will naturally occur later when the children form their letters correctly and consistently.

Early Writing – What to expect now?



Make it fun!

Form letters in paint,
felt tip pens, chalk,
sand, shaving foam...
Try to avoid pencil and
paper and practising for
too long!

Encourage letters
**starting in the correct
place**, usually at the
top.



Reading

Awareness of print

We use books in certain ways:

This can be modelled when reading aloud.

- Holding the book the right way up
- Turn pages one at a time
- Read Left -Right

Print Awareness

- Print is all around us-shopping lists, emails, door signs, logos (paw patrol, Lego)
- Home and outside environment M for..

Environmental Print

Literacy Rich Home Environment

- Establish a regular time for reading (before bed/bath time)
- Keep a large variety of reading materials at hand
- Store books/materials in places children can access
- Join the local library
- Share your love of books with them/advertise the joy of reading!
- Have paper and writing tools available
- Model reading and writing for pleasure
- Make time for conversations about books and text.

Reading

Expectations age 3-4 years

- Differentiates between print and pictures
- Engages in conversations about stories.
- Understand the concepts of print- print has meaning
- Print has different purposes
- We read English text L-R
- The names of different parts of the book
- Page sequencing

IF YOU READ JUST ONE BOOK
PER DAY TO A CHILD FROM
BIRTH, THEY WILL HAVE
ENJOYED OVER A THOUSAND
BOOKS BY THE TIME THEY ARE
THREE!

by Ruth Bradford September 20, 2018



Phase 1 phonics - Nursery

Phase One activities are arranged under the following seven aspects

Aspect 1

General sound
discrimination –
environmental sounds

Aspect 2

General sound
discrimination –
instrumental sounds

Aspect 3

General sound
discrimination – body
percussion

Aspect 4

Rhythm and rhyme

Aspect 5

Alliteration

Aspect 6

Voice sounds

Aspect 7

Oral blending and
segmenting

READING & PHONICS – OUR MAIN FOCUS THIS TERM

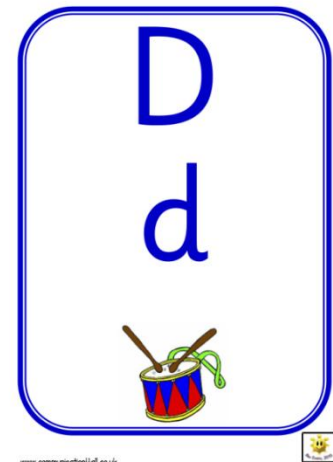
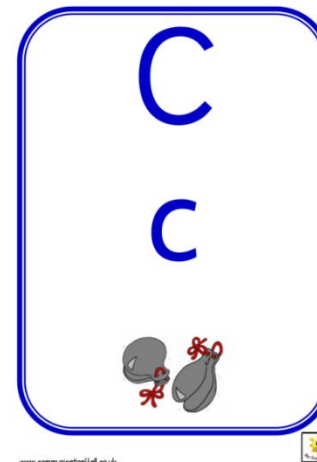
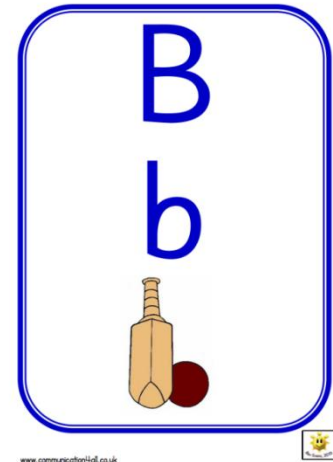
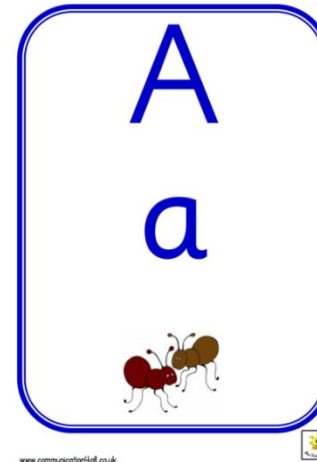
Children at the expected level of development at the end of reception will:

- 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 (see high frequency word lists on webpage).
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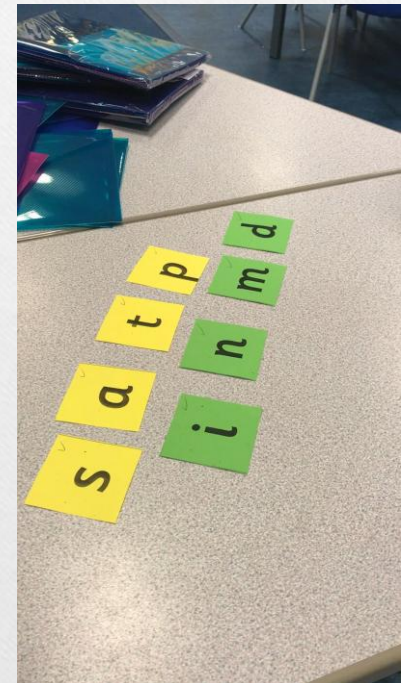
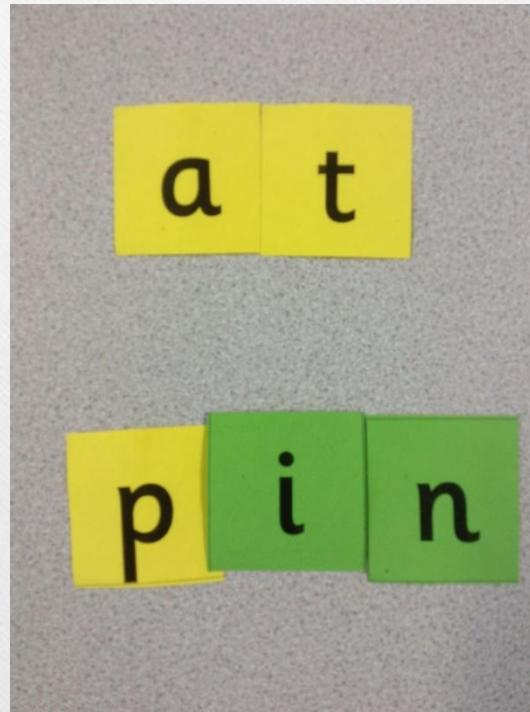
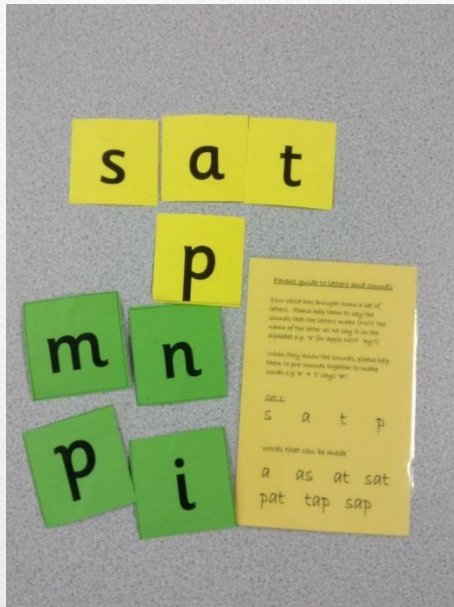
How we learn to read

- Sound book - work through them at your *child's pace*.
- Please practise every day, **we will see progress within a month!**
- Each sound has a picture and an action.
- Use pure sounds, lose the 'uh'
- Learn each sound, gradually build up to all 42 sounds including digraphs e.g. ch, sh, oo, oa.



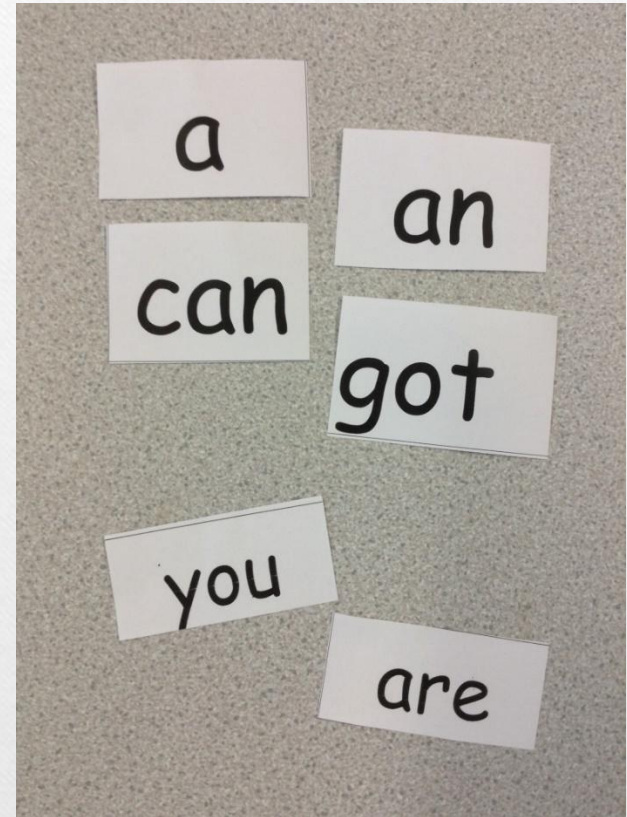
‘Little Letters’

Watch the video



High Frequency Words

- Letters lead onto words.
- There are 100 high frequency words (HFW) for reception children to learn by sight.
- To begin with they may sound out these but the aim is to know them by sight.
- **Common misconception words** are those that can't be phonetically broken down e.g. you, the, said.



Only then...I've got a book!



- The emphasis is on developing a love for reading.
- Talk about the book first. What is on the cover? What do we think it's about? What do you think might happen next?
- 'Read' each book a few times – even those books with little or no words. This develops confidence, gaining cues from illustrations and enjoyment in reading!
- Please write a comment in the reading diary each time you hear your child read. Without a comment we will assume your child has not read at home and their book will not be changed.
- The book is aimed to enable your child to read most (95%) of the book independently with only some challenge (5%) in which to rehearse their reading skills effectively. Giving a book that is too challenging can very easily turn a child off reading... we want your child to feel success and pride in their achievements!

We have a variety of books for all stages of reading development. There isn't a set order. We select books that support the children as their reading skills develop.



Team work!



- You are invaluable! – children who practise regularly at home make significant progress.
- Partnerships between home and school are crucial to facilitating children's learning.
- Working together we can ensure a happy and consistent learning experience for your child.

READING FOR PLEASURE!



Library books will be chosen by the children. They are **NOT for your child to read** but for an adult to read to them!

Please read a bedtime story to your child – a love of books and stories is the most precious gift that you can give them!

Reading Opportunities

- Individual reading every Wednesday
- Any volunteers to help weekly please? (full training and refreshments given... sorry, no pay!)
- Additional daily readers where needed.
- At least 2 whole class story sessions every day
- 'Talk a Picture' using The Fantastics.
- Digital reading – eBooks on the interactive whiteboard
- Choose a library book to take home every week
- 'Mystery reader' – any volunteers? (especially males – good role model)

Enjoy!

- The most important thing to remember is that learning at home with your child should be a fun and relaxing time together, not a chore or battle!
- It truly is a wonderful stage in your child's development. Enjoy it!
- Thank you for your support!



Every Minute Counts

#HookedonBooks

Child **'A'** reads
1 minute each day

180 minutes in a
school year

8,000 words



© Jane Considine 2000

Child **'B'** reads
5 minutes each
day

900 minutes in a
school year

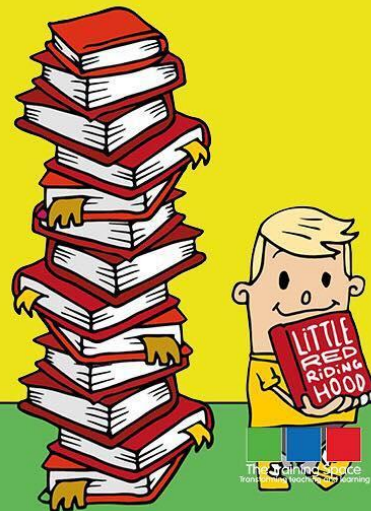
282,000 words



Child **'C'** reads
20 minutes each
day

3,600 minutes in a
school year

1,800,000 words



The Reading Place
Home of the Reading Place Learning

Thank you!