



WINGRAVE

Church of England School

Believe • Achieve • Enjoy

EYFS
Curriculum
Meeting

Areas of Learning and Development

Prime Areas

Personal, Social and Emotional Development	Physical Development	Communication and Language
<ul style="list-style-type: none">• Making Relationships• Self-confidence and Self-awareness• Managing Feelings and Behaviour	<ul style="list-style-type: none">• Moving and Handling• Health and Self-care	<ul style="list-style-type: none">• Listening and Attention• Understanding• Speaking

Specific Areas

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none">• Reading• Writing	<ul style="list-style-type: none">• Numbers• Shape, Space and Measure	<ul style="list-style-type: none">• People and Communities• The World• Technology	<ul style="list-style-type: none">• Exploring and Using Media and Materials• Being Imaginative

How do we deliver the curriculum?

- ▶ Adult led



- ▶ 'Continuous Provision' (themed and differentiated)

- ▶ Challenges

- ▶ Objective Led



The Characteristics of Effective Learning

Playing and Exploring

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

Active Learning

- Being involved and concentrating
- Keeping trying
- Enjoying and achieving what they set out to do

Creating and Critical Thinking

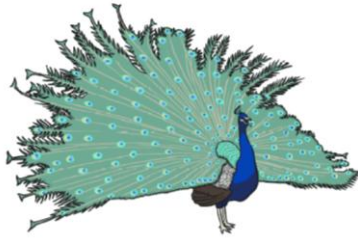
- Having their own ideas
- Making links
- Choosing ways to do things

Go For It Gorilla



I will have a go.

Proud Peacock



I am proud of what I do.

Creative Chameleon



I have my own ideas.

Choosing Chimp



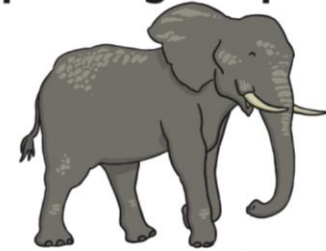
I choose ways to do things.

Persevering Parrot



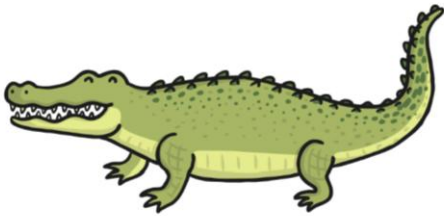
I keep trying.

Exploring Elephant



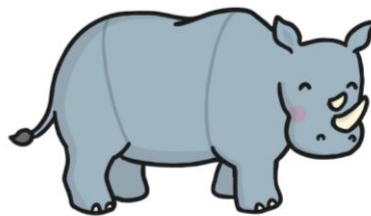
I am an explorer.

Concentrating Crocodile



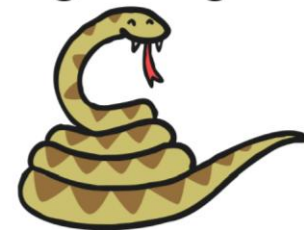
I join in and concentrate.

I Know Rhino



I play with what I know.

Slinky Linky Snake



I can make links.

Growth Mindset

Has your child ever said to you ‘There’s no point, I’ll never be able to do it’ or avoided doing something because they’ve failed at it in the past?

This is a way of thinking called a ‘fixed mindset’. We promote the development of a ‘growth mindset’ where children are more resilient and believe that they can achieve and improve by practising or finding a different approach.

Ways to support growth mindset:

- Celebrate mistakes
- Use inspirational role models
- Encourage children to be resilient and not give up, even when they find something difficult or frustrating
- Set high expectations for your child
- Praise each stage

Writing

Before any child becomes a writer they need to develop their gross and fine motor muscles and control.

Pencil Grips

10 months
Pincer Grasp



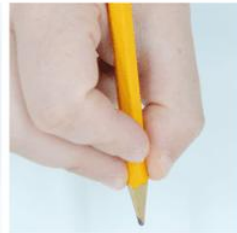
12-15 months
Palmar Supinate
Grasp



2-3 years
Digital Pronate
Grasp



3-4 years
Quadrupod Grasp



4-5 years
Tripod Grasp



Writing is not just writing letters in a book!

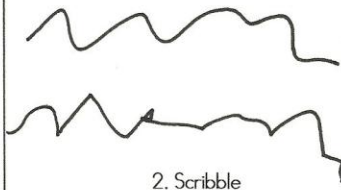
Writing needs to happen naturally within all areas of learning. Children need to see the purpose of writing and see adults modelling writing in daily life.

EVOLUTION OF A CHILD'S WRITING

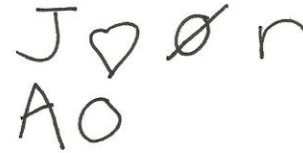
(Drawings are an important part of a child's writing and often a child will repeat the theme of his/her drawing on subsequent pages)



1. Scribble Stage
(Starting point any place on the page)



2. Scribble
(Left to right progression)



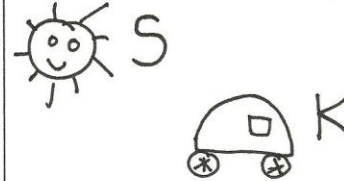
3. Mock Letters
(Can be personal or conventional)



4. Letter String
(Left to right and progressively downward)



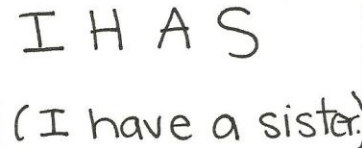
5. Groups of letters with space in between to resemble words



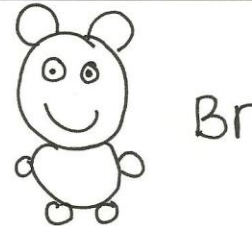
6. Picture Labeling
(Matching beginning letter to sound)



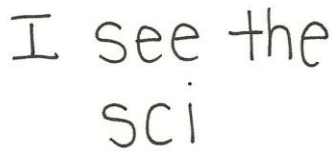
7. Copies Environmental Print



8. Uses first letter of a word to represent the word



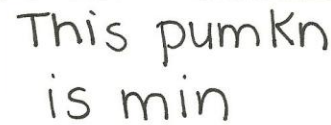
9. Uses beginning letter and ending letter to represent the word



10. Hears Medial Sounds
(Writes word with beginning, medial and ending letters)



11. Phrase Writing



12. Whole Sentence Writing

Have a go at reading these sentences.

It iz tiem too gow hoam sed
v kator pilla.

But iy doat wont 2 gow
howm sed th butt or flie.

Iy wot to staiy heyr.

Reading and Phonics

- ▶ Although there are 26 letters in the alphabet there are more than 40 speech sounds!
- ▶ Phonics is the link between letters and the sounds that they make.
- ▶ Phonics is taught in small groups daily.
- ▶ Phonics enables children to decode words for spelling and reading.
- ▶ Children learn to read words by sight, some that can not be decoded.



Reading

Reading requires two skills

Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.



Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the same information when they read.

Reading **MUST** be fun!

Reading can be taught anywhere and does not need to be always book focussed.

Reading is best taught for a purpose and enjoyment.

Independence

Children are encouraged to independently select and use a range of resources that support their learning.

Children are encouraged to clear resources away.

Children are encouraged to change into their P.E clothes independently.

Children are encouraged to put on and fasten their own coats.

Children are encouraged to go to the toilet independently.

Children are encouraged to use a knife and fork to cut up their own food.

Daily Routines

Phonics is direct focussed teaching in small groups.

Funky fingers is fine motor activities planned to develop the children's pencil grip and writing skills.

Pe and Music are taught by specialist teachers from J&C.

Objective led learning and child initiated learning gives the opportunity for the children to learn through play. Adults support and extend their play.

Children need to have wellies and waterproof clothes in school.

Golden time is a time to socialise with YR1 in both classrooms.

Week 2	8:45	9:00	9:30 – 10:00	10:05	10:20	10:25 – 11:25	11:25 – 11:55	11:55	12:15	1:15	1:40 – 2:20	2:20 – 2:45	2:45	3:10				
			Lesson 1			Lesson 2	Lesson 3				Lesson 4	Lesson 5						
Monday	Phonics J&C	Funky Fingers activities	Input: Objective Led Learning/ Child initiated activities	CW	Go Noodle	Input: Objective Led Learning/ Child initiated activities	Input: Objective Led Learning/ Child initiated activities	Whole class story	LUNCH	Little Big Maths	Input: Objective Led Learning/ Child initiated activities	Input: Objective Led Learning/ Child initiated activities	Snack	DISMISSAL				
Tuesday																		
Wednesday																		
Thursday															PHSE - Jigsaw	PPA – Music	PPA - PE	Outdoor Learning
Friday															Library	CW	Go Noodle	Input: Objective Led Learning/ Child initiated activities

Library time is a chance to borrow books each week and also for a whole class story.

Little Big Maths is direct focussed maths teaching. This focuses on all aspects of the Mathematics curriculum and is taught through song and actions.



TAPESTRY

ONLINE LEARNING JOURNAL

- In school we use the online package 'Tapestry' to record evidence and activities that the children complete.
- Tapestry allows parents to view the observations we have made of your child at home, including photographs, with a short description of the activity or outcome.
- Through Tapestry you can also make contributions to your child's learning journey by sending in photographs of the things your child has achieved at home.
- Please note you can not communicate with the teacher regarding general enquiries through parent share.

Recognising numbers

by Catherine Hoxson added 08 Nov 2016 10:03 AM

Jayden Harroway

Like



Only those who have permission to download these photos and videos

Notes

We played a game that involved finding a number and showing different physical movements to show the value of each number. Jayden recognised numbers 4-9 (except for number 4) and he accurately jumped, hopped and played on the correct numbers, well done Jayden! 🎉
We practiced saying numbers 4 and 20 because Jayden needed support to recognise and name these two numbers.

Early Years Foundation Stage

Mathematics
Numbers
43-60+ No Refinement
<input checked="" type="checkbox"/> Recognises numerals 1 to 5.

Comments

Add a comment

A Humpty Dumpty Model - Junk modelling materials

by Catherine Hoxson added 25 Nov 2016 10:59 AM

Jayden Harroway

Like



Only those who have permission to download these photos and videos

Notes

Jayden used the junk modelling materials to make a Humpty Dumpty model. He used a box, paper, sticks, glue, string, tape and white to create his model. Jayden demonstrated creativity when he used the scissors to make slits on the top of the box. He said, "This is for the cracks on the top of Humpty Dumpty's head." Jayden then used string and red pipe to draw a face for Humpty Dumpty to sit on. He persevered at this activity for a long period of time. An excellent model Jayden! 🎉

Early Years Foundation Stage

Expressive Arts and Design
Exploring and using media and materials
43-60+ No Refinement
<input checked="" type="checkbox"/> Combines with a purpose in mind, using a variety of resources.
<input checked="" type="checkbox"/> Uses simple tools and techniques competently and appropriately.
<input checked="" type="checkbox"/> Selects tools and techniques needed to shape, assemble and join materials they are using.
Being Imaginative
43-60+ No Refinement
<input checked="" type="checkbox"/> Create simple representations of events, people and objects.

How parents can access Tapestry

Login Page -
enter your email
address and
password.



TAPESTRY
ONLINE LEARNING JOURNAL

Tapestry Log In

Email

Password

Remember me on this computer | [Forgotten your password?](#)

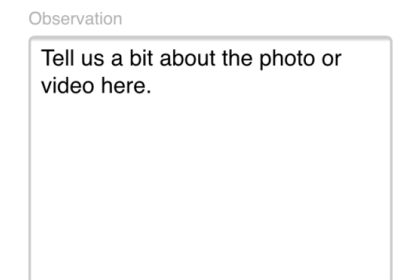


Tapestry app is available on the app store and Google play.

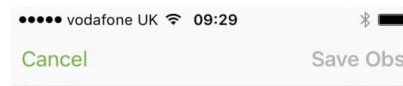
How to create an observation:



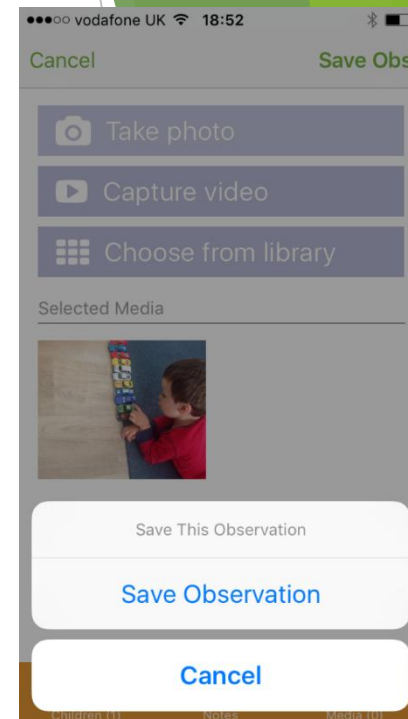
Click on the + to start new observation and select your child's name.



Give your observation a title and tell us about the photo/video or achievement.



Upload or take a photo. Videos work best if they are recorded in the Tapestry app due to size restrictions.



Save the observation. The observation will appear in your child's learning journey and for staff to see.

Thank you for coming.

Questions