



EYFS Curriculum

September 2022

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I Am A Child



I AM NOT BUILT TO SIT STILL,

keep my hands to myself,
take turns, stand in line, be patient,



or keep quiet.



I need motion, I need novelty
I need adventure,
and I need to engage the
world with my whole body



LET ME PLAY



Trust me, I am learning!

Author Unknown, Shared by [Herding Kats in Kindergarten](#), Graphics from [My Cute Graphics](#)

PLAY IS OFTEN TALKED
ABOUT AS IF IT WERE A RELIEF
FROM SERIOUS LEARNING.

BUT FOR CHILDREN, PLAY
IS SERIOUS LEARNING.

PLAY IS REALLY THE WORK
OF CHILDHOOD.

- Fred Rogers

SLICKY-TOES

The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
-Dr. Seuss

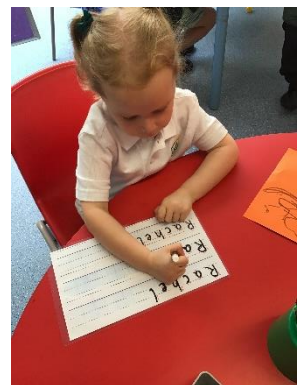


"Play
is the
highest
form of
research."

Albert Einstein



Teach Preschool



This is your child's last year working within the Early Years Foundation Stage before they move into the National Curriculum.



The EYFS Curriculum

- 7 Areas of Learning and Development
- 17 Early Learning Goals



Prime Areas

Communication and Language

- Listening, Attention and Understanding
- Speaking

Personal, Social and Emotional Development

- Self regulation
- Managing Self
- Building Relationships

Physical Development

- Gross Motor Skills
- Fine Motor Skills

Specific Areas

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics

- Number
- Numerical Patterns

Understanding the world

- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

The baseline is a starting point for the areas of learning and provides information that informs how the curriculum is then planned and adapted to the children.



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Understanding the world

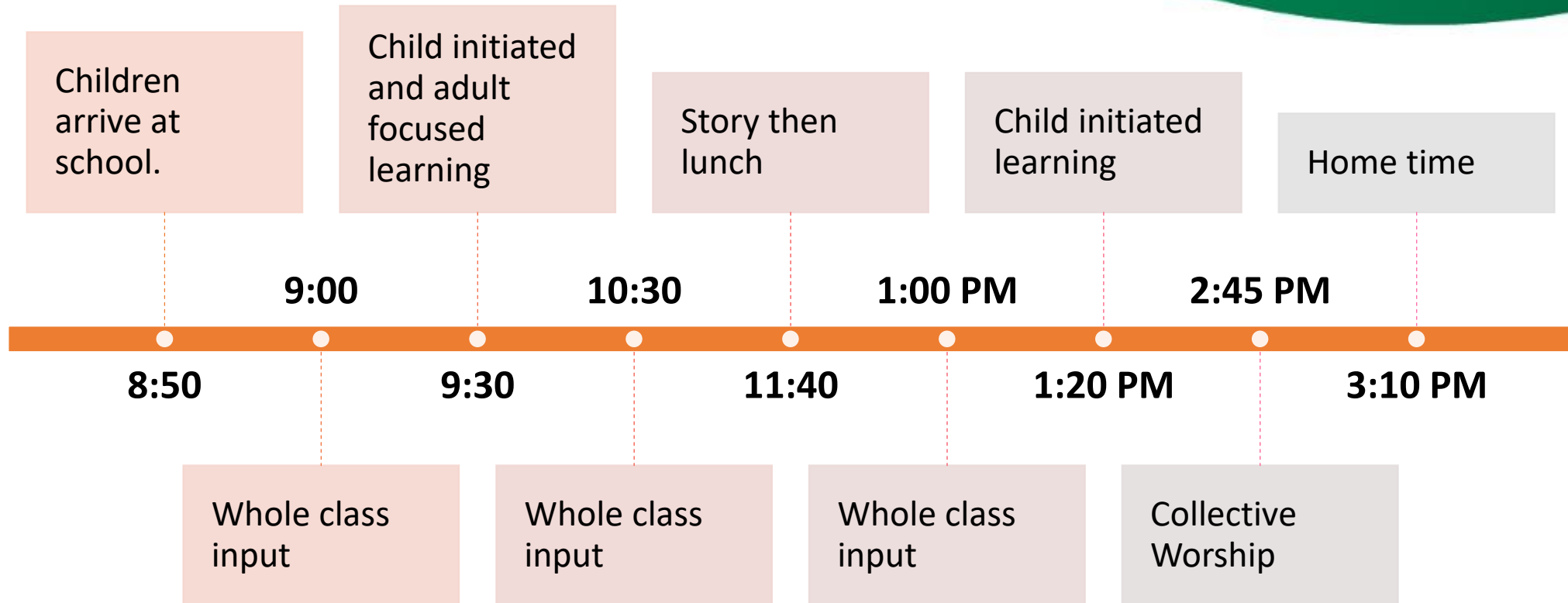
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An Example of a Day in EYFS



Some days may differ or learning may take a us in a different direction. However, there are always patterns and routines in how we learn to give the children some structure and understanding of expectations.

How we learn



Child Initiated Learning

Child-initiated learning involves children **making decisions about what they want to do, where, with whom, and what resources they will need.** They then need time to play, to explore and experiment with their ideas and knowledge. During this playing time, children need support from adults in a variety of ways to scaffold, extend and model learning.

Direct Teaching

Direct teaching is used on a 1:1 basis, small groups or the whole class. This teaching involves well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction, eliminating misinterpretations can greatly improve and accelerate learning.

Adult Guided Learning

In guided learning, adults **allow children to maintain the locus of control** but should also provide subtle guidance that will allow them to explore the right aspects of the environment to reach the learning goal. Studies show that guided play is indeed effective at allowing children to learn.

Reading Comprehension



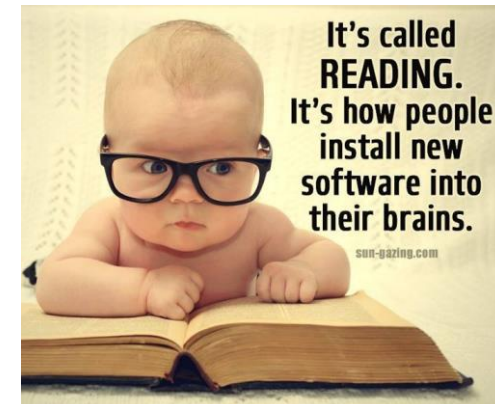
By the end of the year children at the expected level will be able to;

- 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.

We teach reading at school in a range of ways including phonics, individual reading and guided reading.

We ensure reading is fun and purposeful.

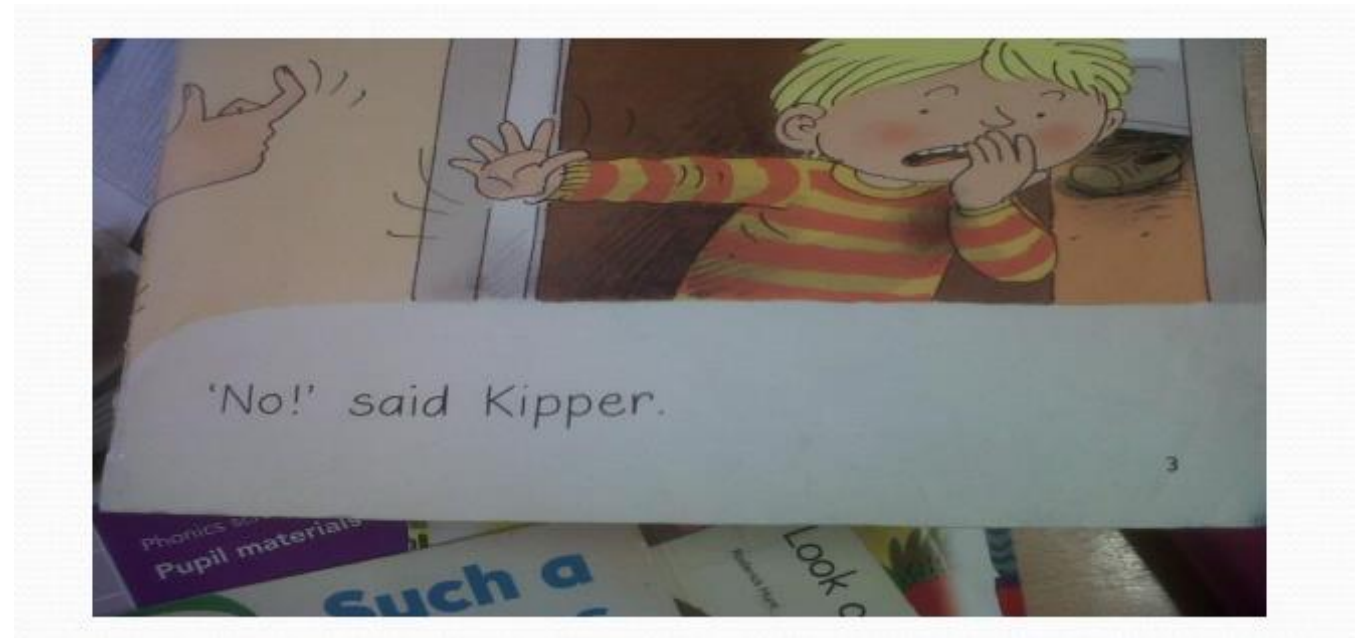
We read lots of stories as a class and learn and develop them using a variety of strategies including Talk 4 Writing and Helicopter Stories.



Examples of questions you could ask



- Why is Kipper saying no?
- Why is Kipper covering his mouth?
- What does Mum want to do?
- How does Kipper feel?
- What might happen next in the story?



All these questions can still be asked when using the wordless books that have been sent home.

How to support your child with their reading



- ❖ Direct teaching approach – the “I read” “We read” “You read” strategy
- ❖ Point to each word, especially if they are missing out words.
- ❖ Give them thinking time.
- ❖ Use the pictures!
- ❖ Shared reading – listening to reading is just as important as reading itself.

The Writing Journey



 <p>1. Scribble Stage (Starting point any place on the page)</p>	 <p>2. Scribble (Left to right progression)</p>	 <p>3. Mock Letters (Can be personal or conventional)</p>
 <p>4. Letter String (Left to right and progressively downward)</p>	 <p>5. Groups of letters with space in between to resemble words</p>	 <p>6. Picture Labeling (Matching beginning letter to sound)</p>
 <p>7. Copies Environmental Print</p>	 <p>8. Uses first letter of a word to represent the word</p>	 <p>9. Uses beginning letter and ending letter to represent the word</p>
 <p>10. Hears Medial Sounds (Writes word with beginning, medial and ending letters)</p>	 <p>11. Phrase Writing</p>	 <p>12. Whole Sentence Writing</p>

By the end of the EYFS:

Children at the expected level of development 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.



Writing Continued...

In school the children have plenty of opportunity to write. This starts with single sounds and we build this up to cvc words and then to writing phonetically plausible attempts at words.

For example

Was – woz good – gud circle – sercl

In the same way that we read for enjoyment, we promote writing for enjoyment. We celebrate all attempts at writing.

Mathematics



By the end of EYFS a child at the expected level should be able to;

- 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**.
- 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.

How is Maths taught?

Direct teaching

Time to explore concepts in play

Practical activities

Songs, Rhymes and Stories

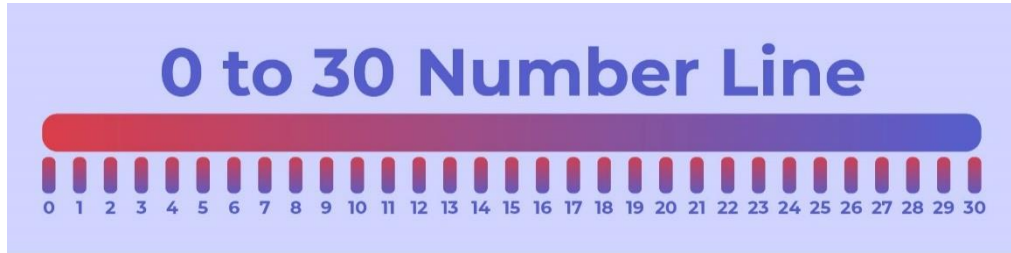
Indoors and outdoors

Introducing Key Vocab

Maths teaching tools



Number lines



Number blocks



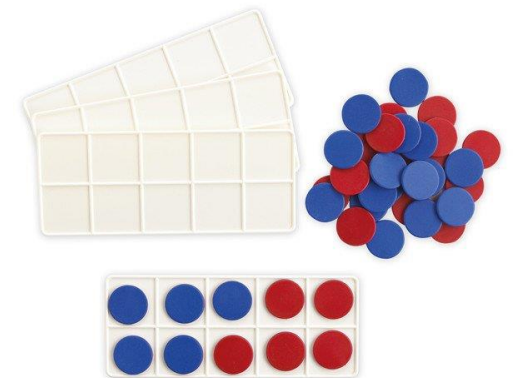
Unifix cubes



Numicon



Tens frames



Tapestry

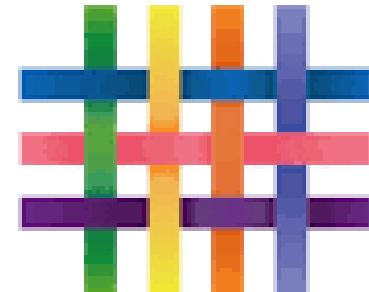


Tapestry is an online tool that we use in school to record your child's learning journey.

Every child's learning journey will look different and have differing numbers of observations.

You can help us to get a complete picture of your child's learning journey by posting pictures of activities from home.

You can also comment on posts and use them to start a conversation with your child about their experiences at school.



TAPESTRY
ONLINE LEARNING
JOURNAL

How you can help your child



- Daily shared reading
- Share home learning with us via Tapestry
- Have a routine
- Promote independence
- Provide opportunities for reading, mark making and maths in daily activities.
- Talk to your child about their day
- Having fun and playing games
- Ensure that your child has all the correct equipment and clothes for their day at school including their book bag
- Follow your child's interests
- Make learning fun and play based
- Have a go at completing the pick 'n' mix homework activities (starting after half term)



[What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf](#)
(foundationyears.org.uk)



Communication

- Informal conversations after school, please avoid before school
- Message, phone or email via school office:
office@wingrave.school 01296 681 436
- Please do not use Tapestry for messaging school/staff in general



Any
questions?

Thank you for your support