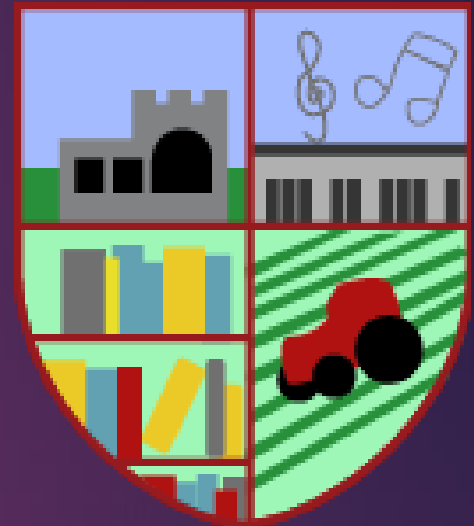
A photograph of two young girls standing on a wooden path in a garden, holding hands. The girl on the left has dark skin and braided hair with a white bow, wearing a white dress with small colorful patterns. The girl on the right has light skin and pigtails with pink bows, wearing a dark dress with a colorful pattern and pink shoes. They are looking away from the camera towards a lush green garden. The text is overlaid on the lower left of the image.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential.

EYFS FRAMEWORK 21

Newborough C of E Primary School EYFS

Curriculum Meeting



Aims

- ▶ The aims of tonight's meeting is to talk about routines in school and our classroom timetables, while also sharing some information about the learning in Red Class and the EYFS curriculum



Our timetable

Day	8:50-9:00	9:00-9:15	9:15-9:30	9:30-10:00 TA to support, challenge and engage in provision	10:00-10:15	10:15-10:30	10:30-10:45	10:45-11:30	11:30-11:45	11:45-1	1:00-1:15	1:15-2:30 Input and follow up tasks 1:30-2:00 reading groups	2:30- End of day activities + wow work 2:45- Assembly/ Story
Mon	Name writing interventions & morning challenge	Register, daily numbers and calendar Maths Challenge Ext to use sentence stems, I know because	Phonics	Weekend news Continuous Provision	Assembly	Snack and story	Maths	Continuous Provision	Show and Tell	Lunch	Handwriting	Science: big question	Music
Tues				Continuous Provision	Maths		PE		Writing input		H a n d w r i t i n g	RE	Worship
Wed				Continuous Provision	Maths		PE		Writing input			PSHE	Story
Thurs				Continuous Provision	Maths		Continuous Provision		Writing input			UtW	Singing
Fri				Continuous Provision	Maths		Continuous Provision		Writing Input			Reading Buddies and Golden Time New story and pupil voice	Worship

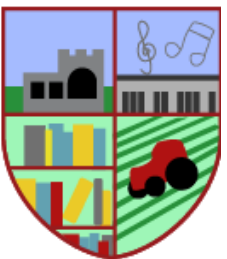
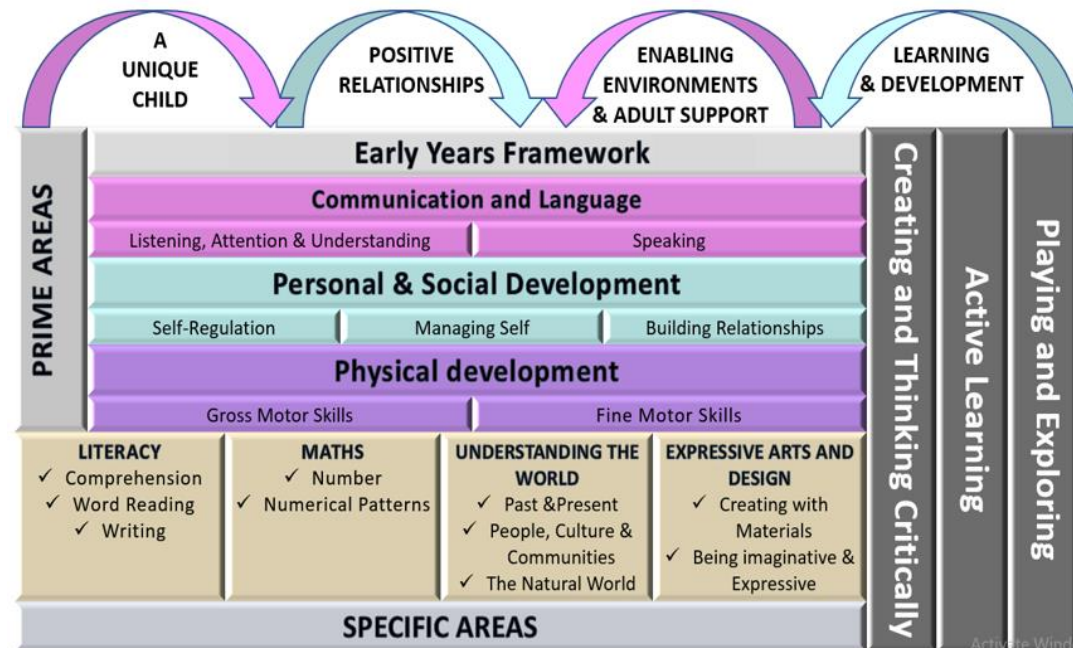
Our Curriculum

- ▶ The DfE state that the aims of the EYFS reforms are to improve outcomes. To strengthen their language development, particularly for children from disadvantaged backgrounds and to reduce workloads so that practitioners can spend more time with the children, supporting their learning.



EYFS Curriculum

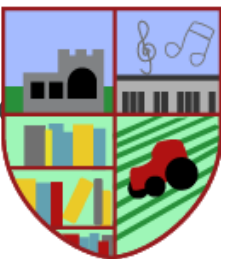
- Each of the 7 areas of learning has its own set of Early Learning Goals which determine what most children are expected to achieve by the end of Reception Class



Communication and Language

This area of learning encourages children to:

- Listen attentively and respond to what they hear with relevant questions, comments and actions
- Make comments about what they have heard and ask questions to clarify understanding
- Hold conversation with back-and-forth exchanges
- 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 present and future tenses and making use of conjunctions, with modelling and support



Personal, Social and Emotional Development

This area of learning encourages children to:

- 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
- 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
- Work and play cooperatively and take turns with others, showing sensitivity to others



Physical Development

This area of learning encourages children to:

- 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
- 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 showing accuracy and care when drawing

10 months
Pincer Grasp



12-15 months
Palmar Supinate
Grasp



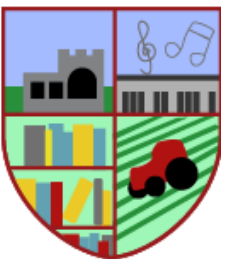
2-3 years
Digital Pronate
Grasp



3-4 years
Quadrupod Grasp



4-5 years
Tripod Grasp



Literacy- Reading

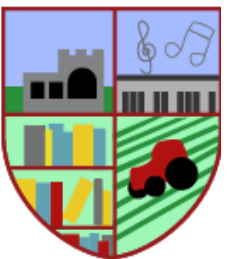
This area of learning encourages children to:

- 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
- 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



Reading- Little Wandle

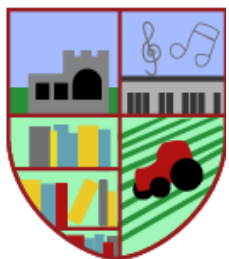
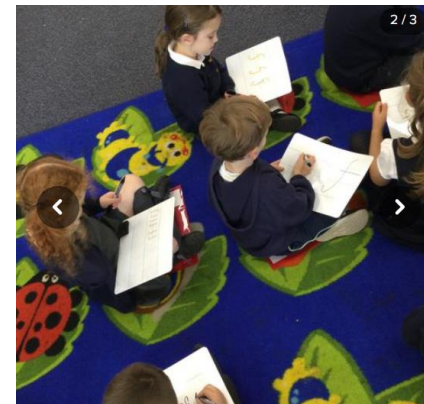
- Children will use their phonic knowledge to decode words to read them
- Books will not be sent home until the children can read with 90% accuracy so you can focus on enjoying stories and 'book talk'
- The children will be exposed to the book at school, then it will be sent home therefore it will be changed once per week, however library books can be changed daily
- Another reading/ phonics information evening is being planned for Autumn 2



Phonics- Little Wandle

This area of learning encourages children to:

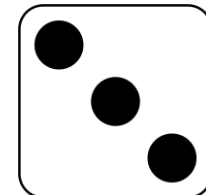
- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others
- Please use the letter sounds when reading and writing at home with your children
- Letter formation sheets will be in homework folders
- You can use sound talk to practise sounds at home (get your h a t)
- <https://www.youtube.com/watch?v=shlSQrleibs>



Mathematics

This area of learning encourages children to:

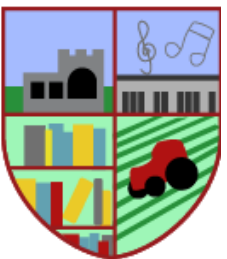
- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, 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



Understanding the World

This area of learning encourages children to:

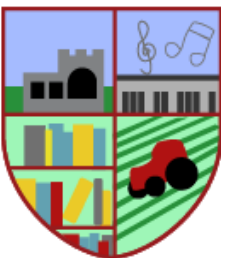
- Talk about the lives of the people around them and their roles in society
- Understand the past through settings, characters and events encountered in books read in class and storytelling
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts 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, nonfiction texts and (when appropriate) maps
- 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



Expressive Arts and Design

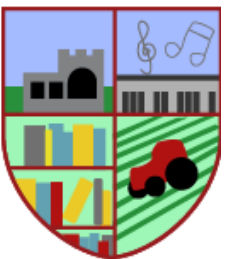
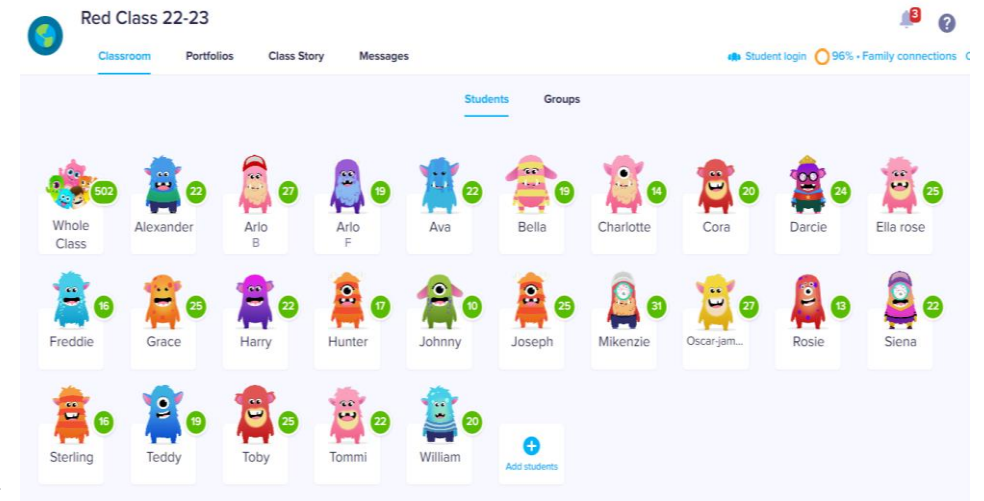
This area of learning encourages children to:

- 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
- Invent, adapt and recount narratives and stories
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music



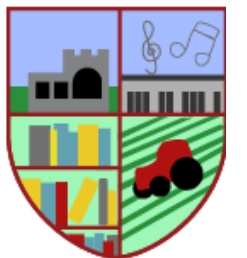
Behaviour and Rewards

- ▶ Proud of certificates
- ▶ House points/ Class Dojo
- ▶ Stickers
- ▶ Good to be Green system
- ▶ Superstars
- ▶ Lots of praise to develop intrinsic motivation
- ▶ Behaviour and Attendance awards for best class



Weekly Routines

- ▶ Mystery Readers- an opportunity for you to come an read to the class!
- ▶ Keep up to date
 - Parentmail
 - Class Dojo
 - Tapestry
- ▶ PE- Tuesday and Wednesday
- ▶ Show and Tell- Monday
- ▶ Reading Buddies- Friday



4 & 5-year-olds: how you can help me with my learning

Communication & Language

- Play games with me where I have to listen to your instructions such as a treasure hunt.
- Share a wide range of books and stories with me, including non-fiction and poetry.
- Talk out aloud, commenting on your actions and mine. This helps me hear clear, well-formed sentences.
- Encourage me to have lots of back and forth conversations with other children and adults.

Personal, Social & Emotional Development

- Listen carefully to me. Encourage me to express my feelings using words.
- Help me solve problems by talking them through with me. This will help me keep going even when I find it really hard.



Physical Development

- Give me time and space to be highly active and get out of breath every day.
- Encourage me to crawl on all fours, climb, pull myself up on a rope and hang on monkey bars. These activities will help me develop the strength I need for writing.
- Let me use one-handed tools like peelers and knives.

4 & 5-year-olds: how you can help me with my learning

Mathematics

- [Name small groups of things, this helps me to 'subitise'](#) (instantly seeing how many without counting) e.g. "There are 3 slices of pizza left."
- Ask me to count out a number of things from a group, e.g. "Could you get me 6 eggs?"
- Make number snap or bingo with numerals and pictures. Match the numerals with the right amount.
- Make patterns with objects, e.g. buttons or shells. Such as 'big, small, big...' Make a mistake and talk with me about how to fix it.

Understanding the World

- Share photos and tell stories about my family, both past and present.
- Take me to places of worship and places of local importance in my community.
- Let me help you cook. Talk about changes such as 'melting' or 'boiling'

Literacy

- Keep reading with me everyday. Share books that let me see people of different races, cultures, gender and religion.
- Play games where you give me an instruction like "Can you h-o-p?" I have to put the sounds of the word together.
- Let me make up stories – you could write them down for me and we could act them out.
- Make a photo book of our family or when we went to the park and let me write my own words in it.



Expressive Arts & Design

- Sing and dance with me when we hear our favourite songs. Encourage me to make up my own routine.
- Give me string, scissors, glue, sticky tape and boxes to make a model.