

# Learning in the Early Years: EYFS Curriculum

Mrs Revill & Mrs Gale



# 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!)
- Continue to encourage them to manage themselves and belongings independently (how to take coats and jumpers/cardigans off **without sleeves going inside out!**)
- Illness and hygiene – Tissues and wiping noses!

# Behaviour Policy



## Our Bee Rules:

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

# Our Behaviour System

Sun



Cloud



THUNDER  
CLOUD



# The New EYFS Framework

## 3 Prime Areas

- 1. **Communication & Language** –  
Listening, Attention & Understanding  
Speaking
- 2. **Physical Development** –  
Gross Motor Skills  
Fine Motor Skills
- 3. **Personal, Social & Emotional Development** –  
Self-Regulation  
Managing Self  
Building Relationships

## 4 Specific Areas

- 1. **Literacy Development** –  
Comprehension  
Word Reading  
Writing
- 2. **Mathematical Development** –  
Number  
Numerical Patterns
- 3. **Understanding the World** –  
Past & Present  
People, Culture & Communities  
The Natural World
- 4. **Expressive Arts & Design** –  
Creating With Materials  
Being Imaginative & Expressive

# 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.

It's time for number 5!

"I am 5!" - Elise

Angela - "I am 4, next I will be 5!"

Adam - "you are 5, then you are 6"

Haneefa

Aleena

Tyler

Sophie

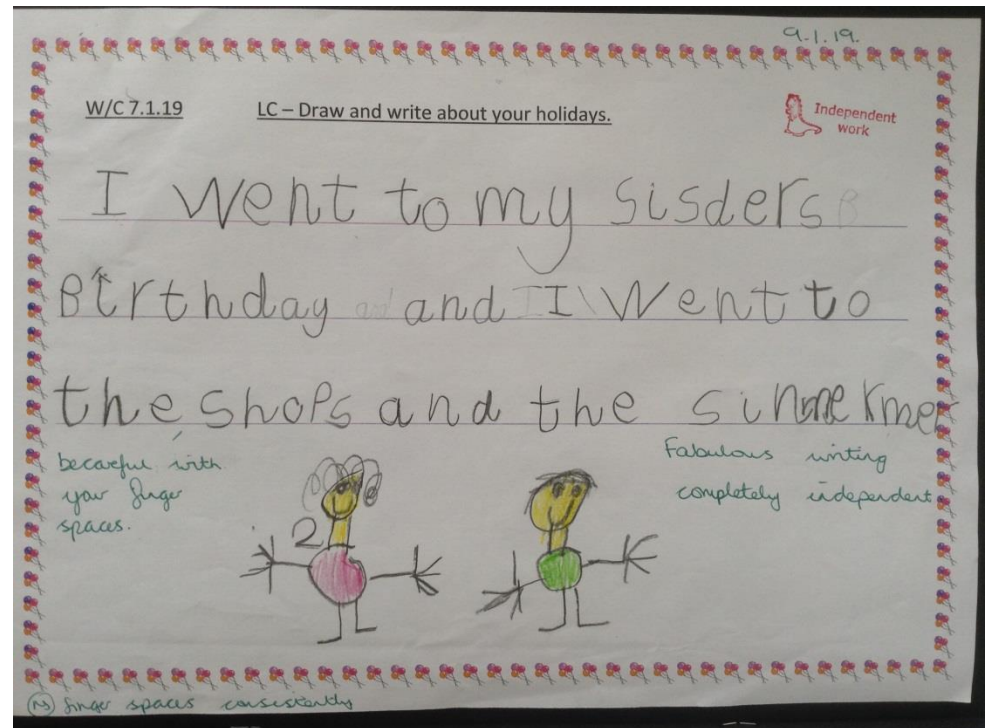
Jaxon

Malika

# Learning To Write

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.

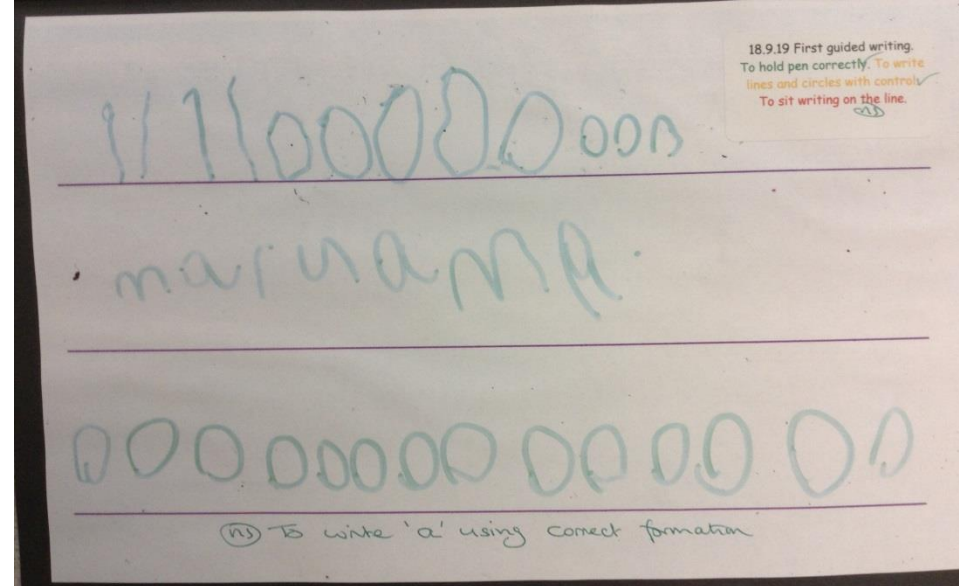


# Helping your child to write

- 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!

# READING & PHONICS – OUR MAIN FOCUS THIS TERM

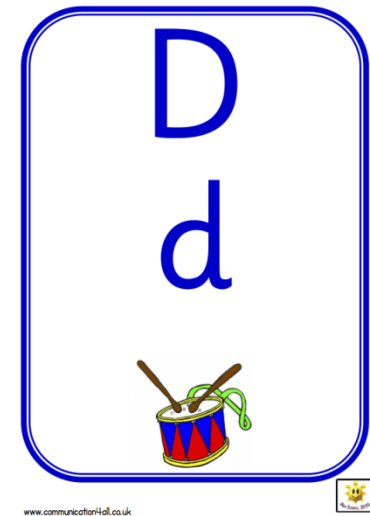
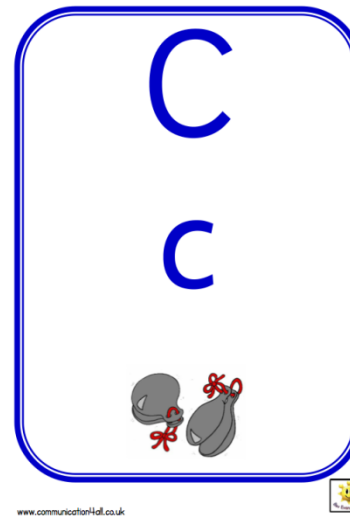
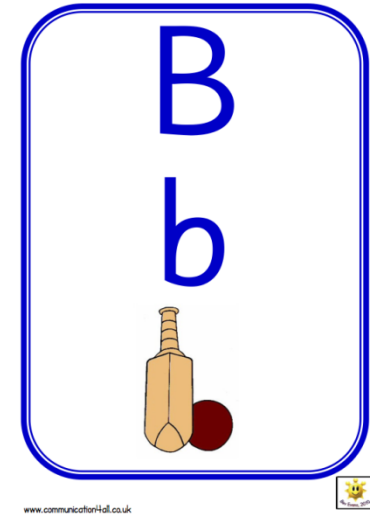
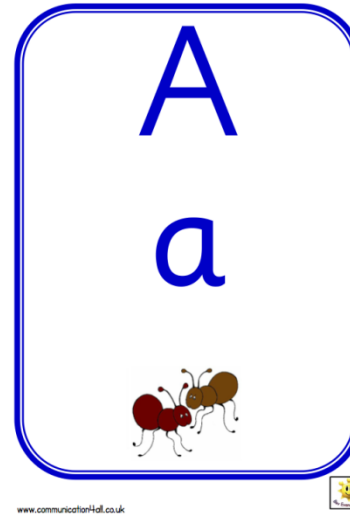
Children at the expected level of development will:

- 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).



# How we learn to read

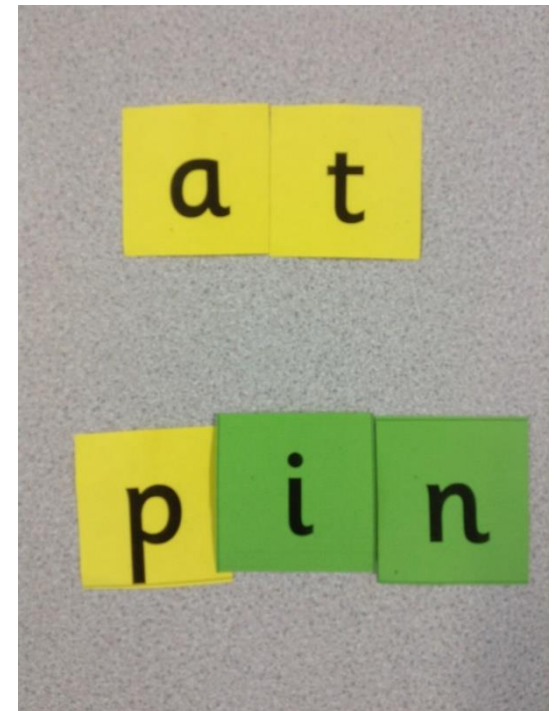
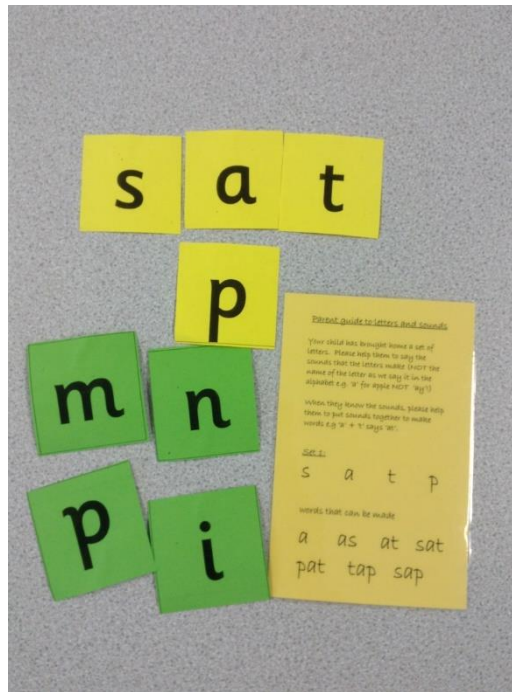
- Sound book - work through them at your *child's* pace.
- Please practise every day, **we will see progress within a month!**
- Each sound has a picture and an action.
- Learn each sound, gradually build up to all 42 sounds.



# 'Little Letters'

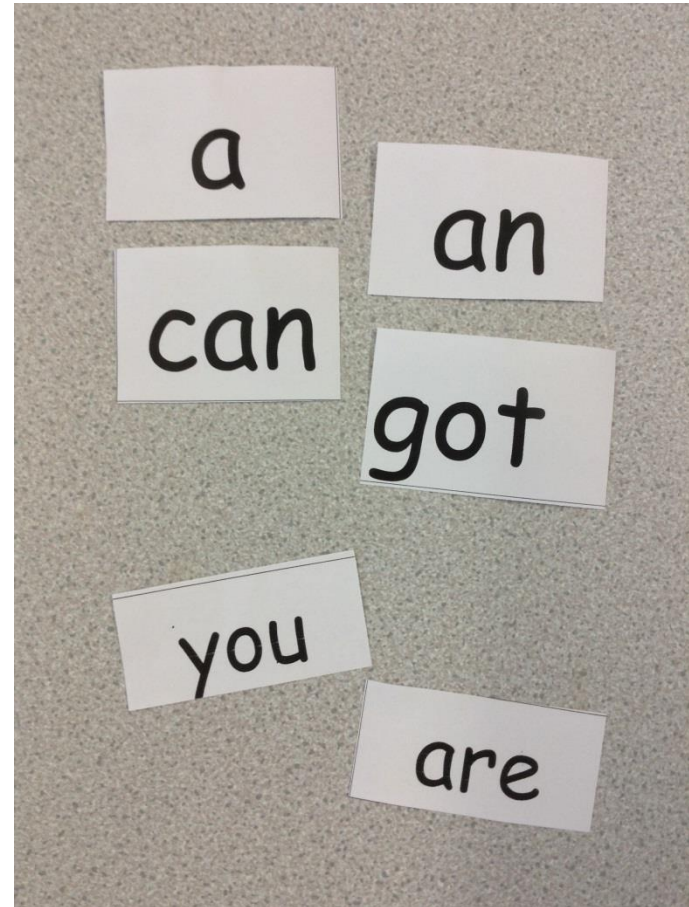
How to use the little letters to build words.

Please see the 'Parent Guides' for more help.



# 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.

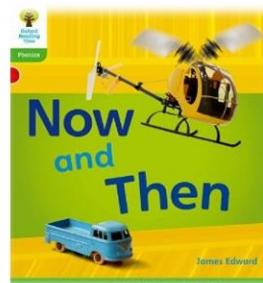


# Only then...I've got a book!



- 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!



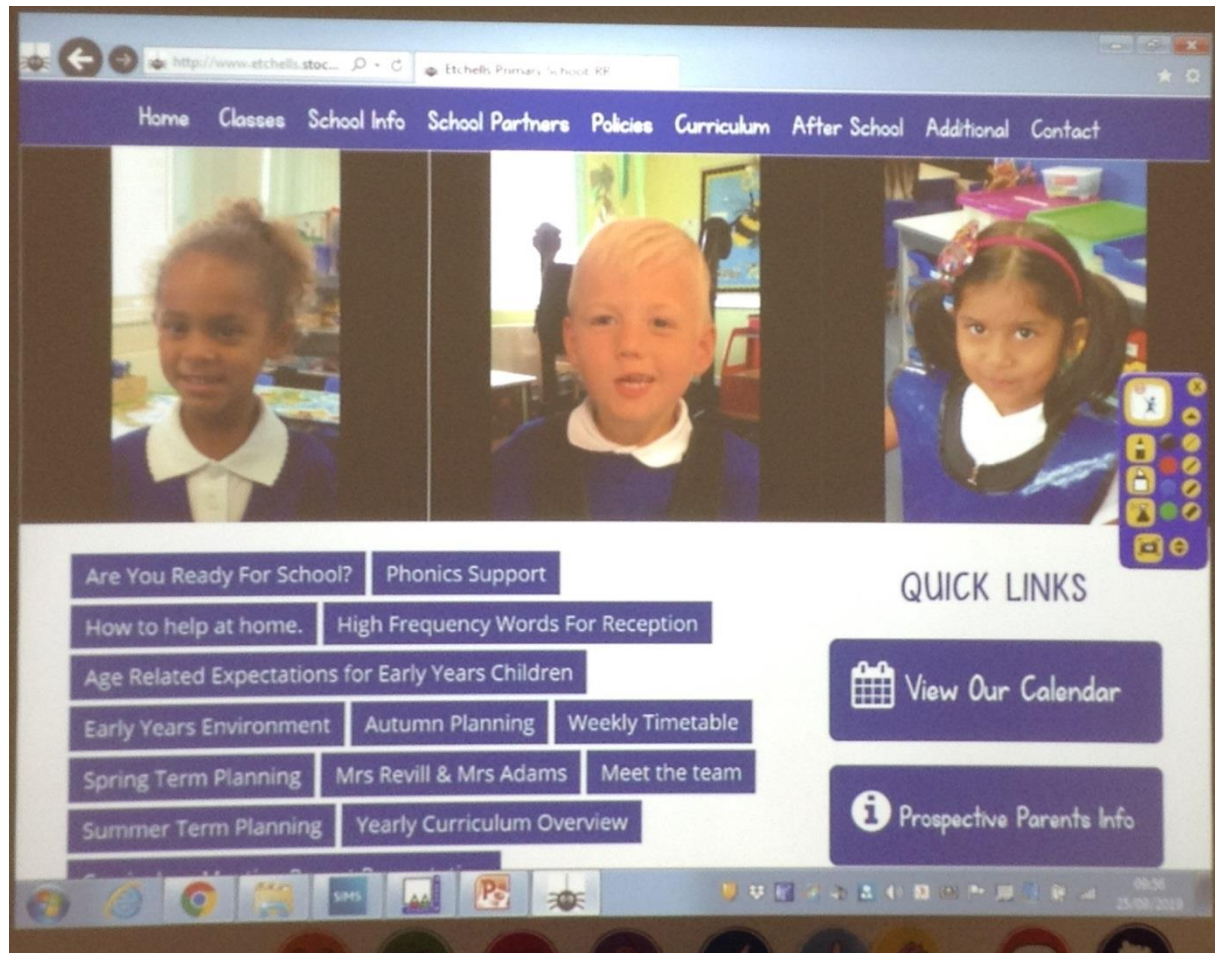
Library books are NOT for your child to read but for an adult to read to them!

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

# Reading Opportunities

- Individual reading every Monday
- 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
- Library books to take home every Friday
- ‘Mystery reader’ – any volunteers?

# Lots more information on our Etchells website!



# 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 2016

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

**900 minutes in a  
school year**

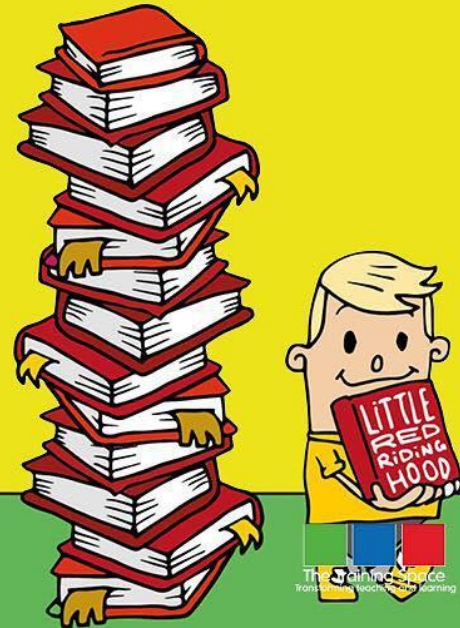
**282,000 words**



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

**3,600 minutes in a  
school year**

**1,800,000 words**



The Training Space  
Transforming Teachers, Transforming Learning

# Thank you!

- Please remember to support our Rumble in the Jungle next week and collect sponsors. All contributions very gratefully received!
- Any questions?